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ABSTRACT

Short summaries are presented of 53 of the 1975 annual reports of the State Advisory Councils on Vocational Education. Focus is on each State's concerns and major recommendations as opposed to State goals, objectives, program offerings, enrollments, or council activities. The 53 summaries are arranged alphabetically by State following a seven-page overview summary of issues emerging from all the reports: Management of vocational education, State plan, coordination with other agencies, articulation, duplication, funding, public image, career education, access, disadvantaged and disabled populations, minorities and women, program relevance, market and manpower data, job placement, guidance and counseling, professional development, local advisory committees, and student organizations. (JT)

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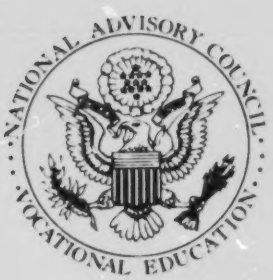
OVERVIEW

1975 REPORTS

State Advisory Councils on Vocational Education



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Washington, D.C.
June 1976

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OVERVIEW
1975 REPORTS
STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

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FORWARD

Each year, each of the fifty-six State Advisory Councils on Vocational Education prepares an Annual Report identifying its vocational and technical education findings, evaluations, and recommendations. The National Advisory Council on Vocational Education has found these reports to be extremely valuable and important for anyone concerned with assessing the 'state' of vocational and technical education in the country. Accordingly, each year, NACVE has prepared a summary of the principal concerns and major recommendations of each state's report, along with an overall summary and analysis of the issues that the Councils have addressed that year. For several years now, NACVE has published its summary/analysis to help assure that the important work of the State Councils receives the attention it deserves. Preparing this year's summary of the fifty-six 1975 Council Reports*, our focus -- as in previous years -- has been on the concerns and recommendations of the respective Councils. In general, we have included neither information from the Councils' reports relating to state goals and objectives, program offerings, and enrollments, nor Council reports on their own activities.

We have made every attempt to present the summaries and overview analysis as objectively as possible; each summary follows the format used by the particular state, and each Council was provided the opportunity to approve or modify the summary of its report.

In the Overview Analysis, we have sought to retain -- whenever possible -- the general categories used in previous reports, so as to heighten understanding of the major changes in how vocational education issues are being viewed by the Councils and their constituencies. Following the Overview Analysis and Issues Summary, the state-by-state summaries appear alphabetically.

We trust this document will be of value to all those with interest and concern in the continuing growth and development of our vocational education programs.

Duane Lund
Acting Chairman

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* Summaries of fifty-three reports are included in this document. Reports from Alaska, Connecticut, and Guam were not received in time to permit their inclusion.

I. OVERVIEW ANALYSIS

The National and State Advisory Councils on Vocational Education were created to provide a new, effective force for focusing efforts relating to the growth in scope, program quality, and social benefit to be obtained from vocational education. In recent years, it has become increasingly apparent that, for whatever reasons, rates of both change and expansion of the role of vocational education in the educational, as well as the broader communities have been accelerating. CETA, the growth of community colleges, increased vocational education post-secondary enrollments, and a strong call for adult retraining are among the developments that have been impacting upon vocational education. Constantly changing and increasingly rapid technological advances are affecting labor requirements, outdistancing obsolete, time-honored practices for long-term forecasting of personnel needs and skill requirements, and making new demands on the delivery of vocational guidance services. Moreover, such factors as the continuing economic crisis (as many of the Councils identify the 1975 situation), international realignments, environmental and social issues, decreasing profitability/productivity ratios, etc., many of which were relatively unanticipated approximately ten years ago when the Councils were established, are having a profound effect on the nature, urgency, and sharpness of the demands being made of vocational education.

It is in this context that the 1975 SACVE Evaluation Report summaries must be read. Taken together, they add up to an articulate call for vocational education programs as a central mechanism which is necessary to ensure that all Americans have meaningful opportunities for sustained economic independence. For this to happen, vocational education must provide both initial employment training, and retraining as required by job and personal changes and opportunities. Moreover, the 1975 reports indicate that the Councils' role in providing leadership to assure that vocational education receives the attention it requires to fulfill its mandate is continuing to evolve.

It is, of course, difficult to see this entire picture in any one report; some Councils specifically address the issues through exploring the question of access. Others examine carefully the data gathering and curriculum development processes in their relationship to employment opportunities. Some Councils focus on the opportunity paths developed by graduates. Still others focus chiefly on vocational education funding, equipment, and facilities. And yet others concentrate their attention on the institutional arrangements and alignments which exist now, vis-a-vis those which seem required for more effective carrying out of the Councils' responsibilities. However, regardless of the approach taken, it is striking how many Councils see the issues of vocational education as integrally set in the context of broader educational and other issues at the state and national levels. Both Section II, the Issues Summary, and Section III, the State-by-State Summaries, provide much of the detail of this vision.

II. ISSUES SUMMARY

1. Management of Vocational Education

Several kinds of management concerns, most of which relate to overall management issues, emerge from the reports. American Samoa's Council is concerned that there is no separate state agency for vocational education. Several Councils are concerned by the lack of comprehensive vocational legislation acts to serve as program "umbrellas." The Maryland Council calls for a thorough management review and improvement program for the state agency, with particular emphasis on fiscal management and management information systems. Other concerns relate to specific utilization factors; for example, Rhode Island and Alabama call for surveying existing school facilities to determine the feasibility of their conversion to vocational training, and Iowa sees scheduling as a significant factor in obtaining the maximum benefit from existing facilities.

2. State Plan

There is a general sense that State Plans are improving; some Councils already report that their plans are useful and significant documents of intended action. However, despite improvements in recent Plans, most Councils report that their Plans are primarily compliance documents with at best, limited utility for management information. It is clear from the Councils' overall concerns with data and planning inadequacies, that the State Plans, as they are now being produced, are not viewed as adequately serving the planning functions intended.

3. Coordination with Other Agencies

The Councils' concern for improved coordination with other state education agencies continued in 1975. For many, such as Illinois' and Ohio's, coordination with CETA programs has become the primary focus. Others, such as the New Jersey Council, assert that coordination is essential to create efficiency in the delivery of trained persons, especially in the face of limited financial resources and increasing client demand; the New Jersey Council notes both the crucial role of effective communications in securing coordination, and the exasperating effects of communication blocks. The North Carolina Council urges coordination to permit development of a comprehensive system of testing, counseling, job placement, follow-up, and support activities, with minimal service duplication.

4. Articulation

The primary articulation issue confronting those Councils which commented on this problem area is the relationship between existing and expanding secondary school programs on the one hand,

and the relatively new post-secondary programs increasingly available through junior and community colleges on the other. These Councils were particularly concerned that participation in programs at one level permit credit and/or the satisfying of prerequisites at a more advanced level. (This concern has also been documented by the NACVE Articulation Study.)

5. Duplication

With demands for vocational programs frequently outrunning the capacity of existing facilities, few Councils noted any special problems of duplication, either at the secondary or post-secondary levels. Minnesota, however, reports that duplication of some programs has resulted in competition for students among institutions offering similar programs.

6. Funding

The overall level of funding available for vocational education appears consistently as a problem in the Council reports. Although most Councils report increases in state funding and in program offerings, there is a widespread conviction that sharply increased funding will be required to allow programs to keep pace with student demands and labor market needs. Typically, Idaho's Council reports that the lack of adequate funding is the major barrier to meeting that state's vocational education needs, although the Idaho legislature increased vocational education funds by 22% last year. Colorado's Council noted that while the State Plan goals were achieved, lack of adequate funds meant that "...persons who needed, wanted, and could benefit from vocational education were denied admittance." Many states called for increased federal and state funding for vocational education, though some indicated that they did not expect to get what was needed, at least during this period of financial stringencies. In view of the current situation, many Councils, such as Puerto Rico's, call for cost-effectiveness studies to ensure that available dollars go to the most productive programs. Utah and the District of Columbia were among the Councils calling for a more equitable distribution of funds between vocational and other education programs. Other Councils raised the issue of equity in the distribution of funds within the vocational education programs themselves; in general, the Councils expressed some disagreement with the internal program and population priorities determined by the state education agencies.

7. Public Image

A number of Councils recommended developing film, media material, and public information campaigns to increase awareness of the value and availability of vocational programs, and to maintain public awareness and support. A particular focus is the growing

need to inform adults of training and retraining opportunities. Groups with special needs--minorities, women, the disadvantaged, the disabled, etc.--have special information requirements. Some Councils have embarked on public awareness programs; North Dakota's Council has erected fifty billboards in that state to advocate vocational education opportunities. Other Councils research and quote survey results, as well as general impressions, to indicate that a great many people would like to know more about vocational education offerings. Public image campaigns are also being focused on employers to try to further an atmosphere of state responsiveness to identified labor market needs.

8. Career Education

There appears to be a remarkably strong, widespread perception that career education is the natural and necessary context for vocational education. The Council reports reflected little need to discuss the merits of career education; rather, many Councils call for increased funding and state leadership to accelerate its full implementation.

9. Access

Although a few Councils, such as Kentucky's, report significant increases in program offerings and enrollments, access to vocational education is the central issue for most Councils. Nearly all reported that the vocational education programs of their states are not extensive enough to fully meet the needs of their populations. For example, the Minnesota Council said that "...available information indicated that applicant demand for vocational education exceeds the existing capacity of the system by better than a two-to-one ratio." More specifically, according to the Councils, while the demand from traditional populations for programs is constantly growing, it is simultaneously being complemented by strong pressure for increased adult access to training and retraining. Vermont's entire report is devoted to the issue of access. Identifying component issues of transportation, scheduling of classes, coordination of school calendars, administrator effectiveness, etc., Wisconsin devotes its entire report to the issue of vocational programs for adults. The report points out that the adult demand for a wide variety of programs to be made available at various times of the day and in convenient locations may rapidly accelerate the need for non-traditional delivery systems. The New Hampshire Council is also among those calling for adult education to receive major emphasis and funding, with attention to the provision and coordination of community services that encourage and facilitate adult education programs. The Councils also recognize that restricted opportunities for vocational education continue to fall

most heavily on those special groups who, though they have the greatest need, have had least access in the past (although almost all Councils report that states have substantially improved both the quantity and quality of programs for special populations). North Dakota asserts that American Indians, those living in remote areas, and unemployed adults have inadequate access in that state; Texas notes the inadequate provision of vocational education to those in rural areas and inner city poverty pockets, women, and adults; and Massachusetts states that on the basis of research conclusions, it is emphatically clear that equal access does not exist for urban, minority, or female students.

10. Disadvantaged and Disabled Populations

With vocational education opportunities generally running behind student demand, the problems of the disadvantaged and disabled appear to lie primarily in the area of access. Although virtually every Council reports improvement in programs for this population, they also report to varying degrees continuing unmet needs resulting from such causes as lack of coordination, insufficient program planning, inadequate funding levels, and in some cases, inadequate programs. New York, for example, asserts the need for an overall plan and comprehensive activities, while American Samoa defines the problem as all-pervasive, since virtually its entire school population can be considered inherently disadvantaged. Several Councils call for follow-up studies to investigate the relationship of employment obtained to the training provided disadvantaged and disabled students.

11. Minorities and Women

Many Councils are concerned with the special problems that minorities and women share in gaining access to and using existing opportunities for vocational education. Most of these Councils identify recognition of the existence of the problem by state agencies as the foremost pressing issue. The implementation of significant outreach efforts to inform, attract, and facilitate the entry of those groups which are currently most under-represented in the various programs follows in importance. It is also recognized that this process will necessitate the modification of various procedures and materials. Georgia, for example, notes that vocational programs recruiting materials often reflect gender bias, and expresses its support for specific voluntary efforts to eliminate such biases.

12. Program Relevance

North Dakota's Council would appear to be speaking for most in its assertion that the increasing needs for adult training and

retraining, for exploratory programs in current and future occupational opportunities, and the ignorance of or inability to respond quickly enough to the shifting needs of the private sector, call for re-examining, adjusting, and perhaps substantially revamping large areas of vocational offerings. In short, the Councils see a close linkage between relevance and curricula flexibility; they strongly support a continuing interaction of local labor market analysis and program development. The Trust Territories Council is among several which discuss the progress in developing competency-based performance measures for occupational programs, to use as a standard of their relevance to real world needs.

13. Market and Manpower Data

Few Councils express any real sense of satisfaction with the present quality or general availability of labor market supply and demand data for planning, management, or evaluation of vocational programs. The data collection and supply mechanisms generally available are usually embryonic at best; yet many Councils comment on the importance of such data systems, and in cases where specific states have systems on their drawing boards, the Councils encourage their implementation. In particular, the relationship between this data and program development is emphasized. For example, Kentucky asserts that the development of a sound, reliable and timely data base at the local level is critical for decision-making that will achieve goals such as relevancy and accountability. Most Councils commenting on the issue focus their concern on the gap between what is needed and what is available with an eye toward helping the state develop ideas and resources more quickly. Arizona notes the need for federal funding to help foster state and local efforts in this area.

14. Job Placement

Ohio is among the Councils that call for state-wide intensified efforts to create school-based placement efforts, citing the National Advisory Council's School-to-Work Project as having provided useful input and guidance for state consideration. Although there was general satisfaction with the percentages of graduates employed, there appears to be a growing concern among the Councils about the overlap between the occupations for which vocational program graduates are prepared, and the actual employment they find. The almost universal lack of student follow-up data makes this concern especially difficult to either document or dismiss. Many of the states commenting on this issue assert a significant need for realignment of guidance and counseling efforts in order to appropriately and effectively institute placement efforts.

15. Guidance and Counseling

Representatively, California's Council asserts that career guidance and counseling services are still organized and delivered by outmoded, traditional techniques, while Wisconsin's Council reports on indications that few students receive any form of school-provided vocational counseling prior to enrolling in their courses of instruction, and that few adults know where to go for guidance. Most Councils seem to support these views and call for the expansion and improvement of vocational guidance and counseling as a prerequisite to: (1) successful, comprehensive career education in general, (2) program selection that "fits" the student, and of course, (3) successful job placement upon graduation. As part of this effort, several Councils call specifically for counselors with extensive work experience and knowledge of the "world of work", who can serve as effective school-employer liaisons.

16. Professional Development

Teacher training and the shortage of appropriately trained vocational instructors with significant work experience is a recurring theme in the Council reports. Kansas, for example, is among those Councils that feel that there are great and ignored needs for professional development, especially to re-orient counselors for career guidance and placement effectiveness. Iowa's Council calls for both systematic evaluation of individual teacher skills, and as a follow-up, in-service training to address specific, individual needs. In general, the Councils would like to see a greater emphasis on competency-based certification, either in place of, or as a supplement to academic certification, and a greater proportion of instructors teaching in their areas of major specialization. The Iowa Council expresses an additional concern for high priority in-service training and workshops to help instructional personnel develop and implement programs for the individualization of instruction.

17. Local Advisory Committees

There is general agreement among the Councils that for a wide variety of reasons, local advisory committees are important, valuable, and necessary to the maintenance and growth of quality, relevant vocational programs. In Kentucky, for example, the local committees held forums, provided advice to the Council on local concerns, gathered information on public opinion, and submitted reports to the Council. Although few states were taking adequate advantage of this educational resource, a number of Councils report that they are taking increasing initiative themselves to actively foster the wider use and increased rate of formation of such groups.

18. Student Organizations

Several Councils call for continued attention to the value and importance of student and youth organizations and the role they can play in strengthening vocational programs. These Councils want to see more support, encouragement, and opportunity given to these groups so as to provide them with significant opportunities for leadership and policy input.

III. STATE-BY-STATE SUMMARIES

SUMMARY

ALABAMA SACVE SIXTH ANNUAL REPORT

I. Alabama's Delivery System for Vocational Education

A summary of the state's programs and facilities is provided, listed by institutional type/structure.

II. Objective Performance Analysis of State's Vocational Education Program, 1975

On 15 of 21 identified objectives, the Council scores the state's performance during 1975 as having achieved 100 percent or better of its targets (there was a total range of 32-262 percent). Objective #1, to maintain the number of pre-service teacher education programs, will serve as an example:

1974 level	1975 objective	Actual achievement	Percent achievement
27	27	30	111

III. Evaluation Findings

The Council provides an overview of the state's programs and activities, listing twenty findings under the headings of "Effort", "Performance", "Adequacy", and "Efficiency"; e.g., under "Effort": "Funding for vocational education and training for Fiscal Year 1975, excluding manpower training, increased 5.6 percent over Fiscal Year 1974. There was a 10.0 percent increase in state funds and a 4.2 percent decrease in federal funds."

IV. Summary of Findings from Other Council Studies

Findings of the five following Council studies are summarized:

- Postsecondary Vocational Education in Alabama;
- Vocational Interests and Aptitudes of 10th Grade Students in Selected Alabama High Schools;
- Alabama High Schools;
- Local Advisory Councils on Vocational Education;
- An Assessment of the Secondary School Guidance Program in Alabama with Emphasis on Counseling; and

ALABAMA

- Vocational Education Needs for Alabama Local Boards of Education

V. Commendations

The Council reports that it "is favorably impressed with the efforts being made" by both the State Board of Education and the various local educational agencies in providing and expanding the opportunities for vocational and career education.

VI. Concerns

The Council notes seven concerns "expressed by educators and the general public": (1) duplication of programs among junior and technical colleges; (2) disproportionate distribution of state and federal resources for staffing and construction of area vocational centers in the state; (3) lack of coordination in serving the needs of handicapped persons; (4) lack of a statewide comprehensive vocational counseling program; (5) inadequate funding for capital equipment and instructional supplies; (6) insufficient involvement of local business and industry people in vocational program development; and (7) lack of manpower demand and supply information for adequate local program planning.

VII. Recommendations

The Council makes eleven recommendations. It wants the State Board of Education to (1) scrutinize the justification for all new post-secondary programs, (2) use standard terminology in classifying programs in both junior colleges and technical schools, (3) consider a policy of approving, constructing and staffing area centers based on the percentage of all students enrolled in vocational programs, and (4) consider developing an interagency plan for providing vocational education for handicapped persons. It wants the State Department of Education to (1) modify its enrollment reporting procedures, and (2) continue to conduct transportation surveys of junior colleges and vocational school areas to provide the most economical school transportation possible. It wants the State Legislature to (1) provide technical schools with an equitable share of the post-secondary appropriation, (2) provide capital outlay funds to replace instructional equipment, and (3) provide funds to help local boards renovate and equip idle school facilities for vocational programs. Finally, the Council wants local boards of education, technical schools and junior colleges to (1) encourage

counselors to attend in-service training programs on occupational issues and (2) use local advisory groups extensively to initiate, develop and improve occupational programs.

SUMMARY

AMERICAN SAMOA SACVE SIXTH ANNUAL REPORT

I. Recommendations

The Council notes that its recommendations have implications for education in general as well as for vocational education, and for the general community, as well as the educational community. Among its fifteen recommendations are the following:

- high schools should initiate mandatory courses dealing with on-the-job adjustment problems and teaching practical problem-solving skills. Clinics on job-seeking, interviewing, and the like, also should be mandatory;
- the Board for Vocational Education should actively work for the establishment of a bureau for vocational education either within or independent of the State Department of Education;
- the American Samoa Legislature should specifically earmark funds for vocational education so that these funds cannot be diverted elsewhere;
- the State Plan for vocational education should include information on funding and programs resulting from CETA;
- the Board for Vocational Education should endorse the career education concept, and develop and expedite a plan for its implementation; and
- a uniform and comprehensive legislative act should be introduced to bring all vocational education activities under one central law.

II. The Role of Post-Secondary Vocational Education And the Articulation Between Secondary And Post-Secondary Vocational Education

The Council reasons that a major cause for the "mass exodus" of youth from American Samoa is the absense of higher learning institutions and the extremely limited employment opportunities available. Federal funds have stimulated the growth of vocational education to help with this situation.

The Council also points out that despite the general endorsement from American Samoa's educators that articulation is "extremely important," they cannot agree on the definition and do not give the issue major emphasis.

III. Vocational Education Research

The Council asserts that the research projects funded in 1973 and 1974 under Parts C, D, and I have had very little impact on vocational education in the territory. The projects that were funded did support the priorities established in the State Plan, and, despite their shortcomings, have been of some use to the Council. Nonetheless, the Council believes that these projects have generally been ignored.

IV. Evaluation Goals

Goal I

Noting that 33 of the 52 objectives included in the State Plan had no listed outcomes, the Council respond to the question: "How valid and appropriate were . . . goals and priorities?" by asserting that "Goals and Objectives must be quantitatively measurable in order to determine their extent of success (or failure)." Moreover, although activities for each objective are briefly stated, there was no indication of how these activities were to be carried out. To the question, "To what extent were . . . goals met . . .?" the Council points out that nearly all of the goals and objectives in the FY'75 Plan were either not included in the FY'76 Plan, or have no outcomes listed.

The Council also notes that "Because of their economic, social, and cultural background, nearly all of the students in American Samoa are disadvantaged," and "No handicapped student was served at the post-secondary or adult levels during FY'75."

V. Evaluation Goals

Goal II

The Council asserts that sources of valid planning data are inadequate at present. There is a growing spirit of willingness in support of coordination, but the Council feels that a system for promoting effective interaction is required. The progress achieved

in coordination and articulation is only a beginning for what yet needs to occur.

Furthermore, inadequate and conflicting data make it difficult to determine the extent to which vocational education opportunities are available. There is still no strong career education movement at the state level. Students appear to want expanded access to vocational education.

IV. Evaluation Goals

Goal III

"The State Director and his staff continue to treat the Council in a cavalier fashion. The Council is not kept informed as to the development of the State Plan."

SUMMARY

ARIZONA SACVE SIXTH ANNUAL REPORT

I. Recommendations

1. Funding for new programs should be available for a longer period of time than one year;

2. Long-range goals of the Division of Career and Vocational Education should include the elimination of sex stereotyping;

3. Advisory Council recommendations arising from the results of the student and teacher questionnaires distributed should be implemented, wherever possible, at state and local levels;

4. A vocational leadership development program should be established, under the Education Professions Development Act, to provide teachers with management skills;

5. Increased emphasis on measuring the value or quality of programs must continue;

6. Further follow-up is needed on preliminary steps of the Department of Education to eliminate overlapping and duplication of programs, difficult student transitions, and other vertical and horizontal articulation problems; and

7. Greater consideration should be given to the unique problems of large urban areas.

II. The Arizona State Plan for Fiscal Year 1975

Nine goals were established by the Arizona State Plan for Fiscal Year 1975. The majority of the planned activities were accomplished.

III. Consideration Given to the Recommendations of the Arizona State Advisory Council on Vocational Education to the State Board of Vocational Education and the Division of Vocational Education for Fiscal Year 1975

In response to the Council's 1975 recommendations, increased funding at the state level has been provided and public hearings have been scheduled for FY 1976. Some progress has been made in eliminating duplication of programs, facilities and personnel, and continuance of unneeded programs. Placement services are somewhat improved. Pilot evaluation programs have been expanded but, contrary

to the Council's recommendation, the Division of Vocational Education has decided that refinement of priorities to reflect local needs will be left to the localities themselves.

Through failure to make salaries competitive and to adequately publicize the need, quality teachers are not being attracted to opportunities in metropolitan areas.

IV. Arizona Vocational Education Enrollment

Total Arizona vocational education enrollment has more than doubled in the last four years and post-secondary enrollment has nearly tripled, although this is due in part to the rapid increase in population.

V. Part C Funds -- Research Mini-Grants

Ten mini-grants were approved. The Council notes that, because they do not have sufficient funds to disseminate research findings, they contribute very little to overall state vocational education.

VI. The Product Talks

For the second consecutive year, students who had completed vocational education programs during the year were mailed a follow-up questionnaire which received a 52% response. Responses were made available under the title "The Product Talks." A high percentage indicated satisfaction with training and stated they would recommend it to others. 62.9% were employed and most had found their own jobs. More students are requesting placement help this year. It was found that women are still not entering or being encouraged to enter training for higher paying jobs. Most students reported that the most useful part of their training was in learning inter-personal skills, self-respect and confidence. Practical experience and on-the-job training were rated next most important. Students most often urged more specific, advanced and in-depth courses. They also recommended additional and more updated equipment and more and better qualified teachers.

VII. Arizona State Advisory Council on Vocational Education (ASAC) Asks Teachers to Rate their Vocational Education Programs

A study with this title received a 30% response from vocational education teachers who were mailed a questionnaire on programs. On

the basis of these responses and those received from students which were generally parallel, the Council makes 23 recommendations, including:

- A more comprehensive counseling program;
- Interaction of world of work training with vocational training;
- In-service training, and industrial/business experience, for teachers;
- Upgrading of vocational education facilities, equipment, machines and tools, and constant upgrading of curricula materials;
- Increased supply budgets for lab activities and increased availability of labs to students; and
- A wider variety of programs, and more advanced programs, in each occupational cluster.

VIII. Chamber of Commerce Questionnaire

Responses to a questionnaire distributed to businessmen by the Phoenix Chamber of Commerce are presented. In response to the final question, "Do you feel that public education is serving the needs of your business?", 19% answered yes; 49%, no; and 32% gave no answer. Employers responding "no" cited needs for improvement in attitudes and knowledge, communications, basic skills, pride in work, human relations, practical on-the-job training, individual responsibility, and speaking and listening skills.

IX. Professional Team Evaluation of Vocational Education Programs

A team from the Arizona Department of Education, Division of Vocational Education, evaluated programs in 1974-75 and ranked the weakest areas as (1) long-range planning, including occupational analysis and needs assessment, (2) placement and follow-up services, and (3) need for development or reactivation of advisory committees. The Council agrees with these assessments, but members differ with the team's opinion that facilities were "good to adequate" in the schools visited. In addition, the Council cited needs for early counseling, future funding for Indian reservations, and more communication and support from both teachers and administrators.

ARIZONA

X. Articulation

Preliminary steps were taken by the Arizona Department of Education in Fiscal Year 1975 toward developing articulation between secondary and post-secondary vocational education. A task force was established with the goal of developing a plan for articulation between secondary schools and community colleges by January 30, 1976.

XI. A Philosophy of Vocational Education

The Council calls attention to the need for vocational education philosophy which will provide a "consistent, clear, definite philosophical base on which to operate and serve student needs."

SUMMARY

ARKANSAS SACVE SIXTH ANNUAL REPORT

I. Introduction

Since the Council was created, the state's funding for vocational education has increased over 240 percent: "Not too long ago, many school administrators had little or no interest in vocational education. Today, those same administrators -- having recognized the value of vocational education -- are insisting on new and expanding programs." Now that vocational education is being provided on a fairly extensive basis, the Council's attention is shifting toward bringing vocational education into the educational mainstream: "We would never suggest all students specialize in vocational education. However, there are very few students who could not benefit from at least one semester of such education." (Emphasis in original.)

II. Areas of Concern

The Council focuses its many concerns on the issues of accountability and planning. In both these areas, the Council explains that its findings of an absence of sufficient accountability and adequate planning are not intended as criticisms of the professionals who have been assigned these responsibilities; they are without resources and the systemic support required to meet current needs. These problems are evidenced by such things as the non-relationship of programs and job needs, the fact that education and training efforts are not focused on high-paying jobs, the high cost of training and education per student, and inefficient overhead planning.

III. Recommendations

The Council recommends to the State Board for Vocational Education that:

- annual program plans should be required to have measurable objectives that are reviewed annually;
- funding requests from Department of Education divisions should be required to contain accountings of previous appropriations and projections of the requested funds, including the number of students served, by program and grade outcomes achieved in terms of program completions, student preparedness for further study and/or work, and per student costs;

- all new counselors requesting certification should be required to have at least one full year's work outside the educational system exclusive of part-time or summer employment;
- a series of workshops and seminars should be initiated and attendance required for all counselors to "inform them of the relationship which exists between vocational and academic education;"
- funding for career-awareness programs at the elementary level should be included in the educational budget for the next biennium, and knowledge of career-awareness should be required of every teacher;
- as soon as possible, all counselors should be required to have "hands-on" experience in the major career clusters as a pre-requisite to certification;
- teachers, like counselors, should be required to attend a series of workshops and seminars designed to acquaint them with methods for infusing classroom instruction with practical applications in society, outside the school;
- as soon as possible, all graduating teachers should be required to have "hands-on" experience in the major career clusters as a pre-requisite to certification; and
- a study should be made to determine the feasibility of lengthening the school day at post-secondary vocational-technical schools in an effort to accommodate both secondary students and adults, to achieve greater economies of operation.

IV. Evaluation Areas

The Council reports that career awareness probrams in the elementary schools which were funded through vocational education have proven successful and beneficial. In an overview of the enrollments and programs in the secondary schools, the Council notes a 16.8 percent increase in the number of programs in FY'76. Nine mobile training units are in operation.

ARKANSAS

Focusing on the disadvantaged and handicapped, the Council provides an overview of activities and services, including the initiation of fifteen programs in the last year.

Post-secondary school programs -- especially expansions -- are also briefly reviewed.

SUMMARY

CALIFORNIA SACVE SIXTH ANNUAL REPORT

I. Public Policy Concerning Vocational Education

The Council reprints the California Legislature's policy keystone that every individual shall have a marketable skill for employment and proposes it be expanded to include a career education context for all educational programs.

II. Action Programs to Implement Policy

Observations on the scope, size, and levels of vocational education are followed by brief descriptions of "action programs", career education, job cluster approach, contracting, planning, public-private post-secondary coordination, CETA, evaluation, manpower information, concurrent enrollment, student financial aid, vocational teachers, image, industry-education cooperation, and a taxonomy of program elements.

III. Differences Between Practice and Policy

Acknowledging that current practices frequently represent improvements over the past, the Council identifies inadequacies in most of the action program areas, adding topics such as "leadership" (in vocational education), and "financial policy (of the legislature).

IV. Recommendations

1. Reduce or eliminate state support for courses which do not directly contribute to a student's occupational or career objectives in grades 9 - 12.

2. Establish fifteen units as the maximum general education graduation requirement for the AA degree and allow substitution of technical subjects for general education.

3. Study the effects of eliminating teacher tenure.

4. Adopt career education as a majority priority and implement aggressively.

5. Fund in-service training to support implementation of career education.

6. Modify post-secondary segmental "master plans" to detail implementation of career education with career guidance services for all students.

7. Develop guidelines for each post-secondary segment to specify policy-based action.

8. Establish an administrative position on the Post-secondary Education Commission for career and occupational education.

9. Strengthen state policy and financial support of career guidance services.

10. Establish a comprehensive, interagency agreement for full integration of all vocational planning efforts.

11. Require mutual exchange and review of State Plans by the State Board of Education and Manpower Services Council.

12. Study, clarify and redefine respective roles and responsibilities for adult education of all agencies now involved in the study of adult education.

13. Establish requirements for a coordinated, articulated system of adult and vocational education services.

14. Strengthen the state regulatory responsibilities for post-secondary institutions.

15. Eliminate distinctions between "post-secondary students," and "defined adults," and provide differential funding for adult programs.

16. Streamline the current VEA grants management system.

17. Allocate funds for the disadvantaged and handicapped, as recommended.

18. Require all state education agencies to include matching funds for the administration of vocational education.

19. Encourage greater student participation in vocational education program planning and evaluation at state and local levels.

SUMMARY

COLORADO SACVE SIXTH ANNUAL REPORT

I. Introduction

The Colorado Council introduces its report by listing the State Plan's eight goals which outline the direction and purpose of vocational education and by asserting that "students enrolled in these programs are being taught appropriate skills by competent teachers in adequate facilities. They are receiving a premium education." (Emphasis in original.) The Council feels that the State Plan's goals have been achieved except that, due to lack of adequate funds, "persons who needed, wanted, and could profit from vocational education were denied admittance because programs in their locality were full and funds were not available to obtain additional teachers, equipment, or facilities."

II. Results of 1974 Recommendations

The Council summarizes the results of its recommendations made in 1974 and announces that it is currently conducting an evaluation of the impact of its recommendations since its first report in 1970. A summary of this study is to be included in next year's annual report.

III. 1975 Recommendations

The Council focuses its recommendations on three areas:

- Success in Vocational Education --

Noting that the success of vocational programs has been traditionally measured by placement of students in jobs for which they were trained, the Council asserts that "information from such measures as competency testing, obtaining and maintaining employment, and employer satisfaction with vocationally-trained persons would also be very useful in improving the quality of vocational education." The Council thus recommends that "a program of assessment to complement follow-up data be developed and implemented."

- Fast-track Program Planning --

The Council asserts that the State Plan ". . . process of program development has been effective and should, for the most part, be continued." However, it goes on to note that "there are times, however, when the time frame for program approval must be shortened. Job demand may arise on a short-term, 'need-it-now'

basis. Vocational education should respond to such requests 'when needed and where needed.' This concept of planning requires that the training agencies determine job needs accurately, budget in anticipation of such a demand, and coordinate closely with the State Board to assure meeting all feasible requests." The Council recommends "that a program for meeting immediate and unanticipated demands for vocational programs be developed and implemented. Such a program should complement the present long-range planning program."

- Coordinating Job Training --

"Coordination of all vocational training efforts is of prime concern to the Advisory Council. Of major interest at this time is the Comprehensive Employment Training Act program. . . . However, there are no restrictions on the prime sponsors with regard to establishing training programs as parallel to the existing programs. It behooves all agencies concerned with vocational education to be flexible and adaptable in assuring that all persons who need and want training can obtain that training when it is needed without duplication of efforts." Thus, the Council recommends "that the concept that all job training be coordinated through the State Board for Community Colleges and Occupational Education be actively promoted to the Governor, the legislature, and all affected agencies.

SUMMARY

DELAWARE SACVE SIXTH ANNUAL REPORT

I. Setting The Stage

The Council begins with a description of the state's "delivery system" and reprints eight state goals for vocational education. The Council also identifies and provides descriptive background on five "priorities" and two "critical problems" which form the primary focus for this report.

II. A Look At The Priorities And Problems

"Concisely stated, the priorities in vocational education in Delaware -- as viewed by the Council -- require additional investment. The problem is money." (Emphasis in the original.)

"Of the priorities listed, four would require additional funding." With this introduction, after identifying some seventy organizations as part of its sources for findings, conclusions, and recommendations, the Council addresses its priority areas.

- Community and Education Resources:

The Council describes a service designed to provide career awareness and exploratory activities for all students and concludes that the Governor and the General Assembly should act to expand the Educational Resources Association program to make it statewide.

- Construction of Vocational Education Facilities:

The Council concludes that there is a possibility of achieving a Project Agreement between construction unions and local school districts that would eliminate or significantly reduce work stoppages and delays on the construction of school facilities. The Council recommends that the State Board take the necessary steps to explore and develop this possibility and that the General Assembly review legal procedures now in force for accepting bids and awarding contracts.

- Manpower Needs and Employment Opportunities:

The Council reviews the needs, use, indications of support for and regulations creating barriers to the development and use of a Manpower Information System for the state. It recommends that the Department of Labor approve the project and that the negative funding

decision of the CETA Regional Office be appealed by the prime sponsors to the Department of Labor, and, if necessary, to the Courts. /The Council adds that as its report went to press, it had been informed that funding approval for the project would be forthcoming./

- Career Guidance, Placement, and Follow-up:

The Council concludes that there is not a sufficient number of guidance counselors to provide adequate career services. The Council urges the State Board, the Governor, and the General Assembly in turn to develop, support, and enact legislation requiring that the schools provide a career guidance, placement, and follow-up counselor for every 500 students enrolled in grades 10 through 12.

- Vocational Units:

The Council notes that vocational units were intended to stimulate more and better vocational programs at the local school level, and that this they have done. But specific aspects of the law have also had the effect of dissuading local school districts from sending students to area vocational centers. Noting differences in needs and facilities available, the Council has submitted recommendations to the General Assembly amending the state's education laws to correct the situation.

- Use and Allocation of Resources:

Noting the "honest difference of opinion regarding the intent and purpose of federal funds for vocational education," the Council recommends that the Delaware State Plan clearly define the role of federal funds to be used with regard to length of support for continuingprograms and proportionate amounts for administrative services.

Moreover, after briefly describing the continuing concern about duplication of services among secondary and post-secondary programs, the Council recommends that CETA funds available under the Governor's Grant for Vocational Education be forwarded to the State Board for Vocational Education as per CETA regulations, that the State Superintendent identify a planning amount for vocational education services supported by federal funds, including those from CETA, that representative prime sponsors be invited to serve with the various education agencies on a state planning committee, and that full responsibility and authority for provision of the "vocational education services" rendered to CETA be vested in the State Board for Vocational Education.

DELAWARE

III. Special Areas Relevant to National Concerns

The Council details its findings and recommendations for state and national action (with recommended action by the National Advisory Council) on "Mainstreaming the Disadvantaged," on "Educational Boards and Advisory Councils," on "Adult Education," on "Prisoner and Ex-Offender Education," and on "Vocational Student Organizations."

IV. A Look At The Previous Years

The Council examines the record and finds that more than seventy-five percent of its recommendations have been accepted and acted upon.

SUMMARY

DISTRICT OF COLUMBIA SACVE SIXTH ANNUAL REPORT

I. Background

The Council considers vocational education in the District of Columbia a significant contributor to the overall quality of education and recommends it "be placed in the mainstream of the educational process."

II. The Current Situation

(A review of current activities and plans of the D. C. Public Schools.)

III. Major Concerns

The Council approves of the general direction of the D. C. Public Schools, but expresses its concern that the priority for vocational education is low. The State Plan does not provide adequate guidance for administering the increased efforts on behalf of vocational education to which the Plan is committed. The Council recommends articulation with manpower training and employer-sponsored programs, union apprenticeship, technical schools, community colleges, and adult education efforts. Further, the Plan is too insufficient in detail to allow evaluation. The Council recommends that the Plan define goals in terms of the number and kinds of services, in addition to identifying the purposes of the services. The Council recommends that the Plan "be expanded, or supplemented by other plans" to provide a comprehensive working plan.

The Council calls upon the Mayor, City Council, Board of Education, and the Superintendent to place high priority on development of a comprehensive career development program in the D. C. Public Schools, together with an appropriate budget.

The lack of involvement of the craft advisory committees is regarded as a waste of potentially valuable liaison between the private sector and the vocational education effort. The Council feels that the career centers cannot succeed unless they "are developed and operated with on-going contact with the world of work."

IV. A Call For Action

The Council calls on the Board of Education to sponsor special public hearings on career and vocational education to clarify present

plans, problems and opportunities within the schools. And on the Mayor and City Council, the Council calls for a public commitment to career education to be reflected in the budget and planning.

The Superintendent is called upon to provide the leadership to set goals, elicit cooperation for the necessary change and organize the public hearings this Council has proposed.

SUMMARY

FLORIDA SACVE SIXTH ANNUAL REPORT

I. Evaluation Should Focus on the State's Goals And Priorities as Set Forth in the FY 1975 State Plan

- Base data used to project unemployment is inaccurate and unrealistic. Further, student perceptions of their own needs are given less than adequate consideration.

Recommendation

The expressed needs of students should be considered in preparation of the State Plan, and the procedures used to project labor market data in the State Plan should be evaluated to verify their accuracy.

- An evaluation of the Individualized Manpower Training System (IMTS) to provide services to specific population groups has not been conducted. In particular, the effectiveness of the system in terms of programs related to handicapped and disadvantaged students has not been measured.

Recommendation

The Vocational Division should conduct an evaluation of the effectiveness of the IMTS and develop valid data with the Division of Community Colleges to show the number of handicapped students employed in areas for which they have been trained.

- There is no apparent attempt made anywhere in the State Plan to coordinate public vocational and technical education manpower output with that of private vocational schools. There is a need to determine the impact of CETA funding on vocational education programs.

Recommendation

Greater effort should be made to insure that reliable information concerning manpower output through private schools, CETA, and industry training programs is available for use in developing the State Plan.

- The Council is again concerned regarding the lack of data and questionable estimation procedures. Inaccurate figures related to the handicapped and disadvantaged are cited as examples.

Recommendation

A thorough review of all procedures used to arrive at base data for the State Plan should be made. The results of this review should lead to improved validity and reliability of the State Plan as a planning document.

II. Evaluation Should Focus Upon the Effectiveness With Which People And Their Needs Are Served

- Concern regarding the use of valid data is expressed by the Council for planning at both the state and local levels. Curricula planning to accommodate labor market demands cannot be accurate if reliable data is neither available nor used.

Recommendation

School Districts and Community Colleges should gather and utilize local data relating to job opportunities and descriptions, and develop appropriate curricula from the data.

- Cooperation and coordination of vocational training opportunities between the Division of Vocational Education and other state agencies have been excellent, and must continue and expand.

Recommendation

Cooperative efforts between the Vocational Division and the Department of Offender Rehabilitation to provide in-service training for vocational personnel working with correctional institution inmates should be maintained.

- District Coordinating Councils for Vocational Education were found to vary widely in quality with many being ineffective.

Recommendation

The Department of Education should evaluate the degree to which the District Coordinating Councils are fulfilling their requirements and offer technical assistance where required.

- The Council reports follow-up data shows that many graduates are not employed in their specific area of skill training. Also, placement and follow-up is often not effectively utilized at the local level.

Recommendation

The reasons why graduates are not matched with jobs in their areas of training should be determined and the results used to revise curricula to make them more relevant to business and industry, as well as to the needs of students.

- The effectiveness of vocational programs in terms of productivity factors needs to be analyzed and compared among different delivery systems.

Recommendation

Cost analyses of the various delivery systems for vocational education should be conducted to determine the most efficient methods of training and placement for the fewest tax dollars.

- Although students are the primary consumers of vocational and technical education, little valid data as to their perceived needs enters the planning process.

Recommendation

Student feedback as to the program adequacy should be obtained and utilized in the preparation of the State Plan.

- While a great deal of activity addresses pre-service and in-service training, the State Master Plan for Vocational Teacher Education is outdated and needs revision.

Recommendation

Procedures for gathering updated data on teacher demand and supply for the entire state should be developed to revise the State Master Plan for Vocational Teacher Education and cost-effectiveness analyses should be conducted before competency-based teacher education programs are expanded.

- Several studies indicate that many persons who might benefit most from vocational education programs know very little about them. Target groups are thus denied access to programs due to ignorance of opportunities.

Recommendation

A greater effort must be made to inform lower income and minority group citizens of the availability of vocational education opportunities.

III. Evaluation Should Focus on The Extent to Which Council Recommendations Have Received Due Consideration

A review of the responses indicates that most of the recommendations have been carefully considered for implementation, and significant activities relating to the recommendations are being conducted by Florida's educational system. The Council would be remiss, however, if it did not point out that in a few cases the responses were not directly addressed to the recommendation or the context within which the recommendations were made.

SUMMARY

GEORGIA SACVE SIXTH ANNUAL REPORT

Recommendations

The Council's recommendations address seven issues.

First, the Council recommends that schools throughout the state voluntarily follow the example of six area vocational-technical schools in reviewing and editing their course offering pamphlets and brochures ". . . to eliminate any confusion that one program is for males and another for females. Copy was altered to eliminate 'he' and 'she,' and one might well expect to find a female pictured in a traditionally male occupation."

The Council's second concern is for reducing the number of separate salary schedules for vocational education personnel and gradually equalizing the "trade" and "technical" pay schedules. The Council notes that there are now five pay systems at the secondary level, and at least that many at the post-secondary level.

The third recommendation calls for synchronization of schedules and coordination of effort between the State Department of Education, the Legislature, and local school boards in developing vocational education plans and budget requests.

The fourth area of concern is the use of local advisory committees by school boards in locating prospective employees. The Council recommends "that the State Board encourage and promote such activities as legitimate and useful functions of local advisory committees."

Noting that funding levels for vocational education have not fluctuated as widely as might have been expected during a "dramatic economic crisis," the Council's fifth recommendation is that the State Plan be based on a three to five year time frame, using high, medium and low estimates of likely funding. "The intention of this recommendation is to require the format of Table III (State Plan) to include the projected allocation of funds based upon a minimum three year estimate of financial resources . . . reflecting a tri-level budget forecast of all category totals over $500,000."

The sixth recommendation is that a unified network of area boards for vocational-technical education be established to streamline the administrative delivery system of state funding to local school systems for post-secondary education. "The Council believes such a system would provide a more equitable and uniform delivery of vocational-technical education services to all individuals regardless of their geographic location."

GEORGIA

The Council's seventh concern, titled "Unresolved Issues", re-raises three major components of recommendations contained in previous Annual Reports: data organization procedures for the allocation of funds, and a system of accountability between local and state agencies. The Council expands on the needs for a data-oriented management information system, a totally separate categorical framework for vocational education in the legislature's budget, and adoption of standards for vocational programs and courses offered by local school systems. All three are needed to permit realistic planning, optimal distribution of resources, effective program management, and follow-up and feedback with local accountability for program effectiveness.

SUMMARY

HAWAII SACVE SIXTH ANNUAL REPORT

I. Evaluation Approach

"Perhaps more than any other educational activity, vocational education requires comprehensive and systematic planning to maintain its quality and effectiveness and its responsiveness to technological change . . .". So saying, the Hawaii Council concentrates its report on recommendations to strengthen the state's planning process. The Council focused on programs and enrollments in two of its eight "occupational clusters," business/agriculture and construction/civil technology. Surveys, interviews and state records were used for data collection.

II. Vocational Education Planning

The Council's recommendations to the State Board can be summarized under seven topics:

1. Manpower Requirements: Increased consideration should be given to manpower needs to identify planning priorities and allocate resources, short-term training objectives should more closely conform to manpower needs, and the criteria for justifying on-going programs need to be reviewed.

2. Vocational Options: A wider option of vocational education courses for high school students is needed and the Board should give high priority to feasibility studies for ". . . the more under-represented occupational areas, and to allocate state general funds to expand these programs."

3. Geographic Planning: "Set clearer policy guidelines with regard to the selection of labor markets for planning programs."

4. Planning information: Federal funds should be used to develop the information and data needed for effective decision-making for planning, management, and evaluation. The development of management information systems based on comprehensive data collection systems, and a priority matrix for the criteria and variables used in planning should be encouraged.

5. Trade Advisory Committees: Responsible agencies are urged to "direct and encourage" the formation of trade advisory committees at all secondary and post-secondary levels.

6. Program Reviews: Program reviews should be scheduled so

that the weakest programs can be reviewed first. The continuation of community college vocational programs should be reviewed against individual effectiveness measures as specified (achievement test scores, employment rates, and post-secondary matriculation.)

7. Annual State Plan: Statewide priorities should be set annually considering the policies of the State Board of Education and the Board of Regents. Clear guidelines should then be set at the beginning of the planning cycle for the use of federal funds to support these priorities. The use of other federal funds available for vocational education, such as those from CETA, should also be considered within the context of the comprehensive statewide plan which should contain all available information on the state's total vocational education delivery system, both public and private. Other alternatives for the allocation of federal funds should be reviewed on the basis of consideration of program effectiveness or an assessment of need, rather than on the basis of equity. Finally, all responsible agencies should develop closer conformity of formats for vocational education planning to decrease the paperwork required to meet federal, state and local requirements.

SUMMARY

IDAHO SACVE SIXTH ANNUAL REPORT

I. 1975 Advisory Council Recommendations

The Council makes five recommendations. First, noting that more than 83% of the jobs in Idaho require some vocational or technical training, the Council calls for a major expansion in the state's budget for vocational education programs. Second, the Council wants the legislature to make available $200,000 in emergency vocational training funds to support Idaho's expanding industry; last year, the legislature created a $100,000 "emergency" allocation. Third, the Council recommends the continuation of the mass media, public information project, and calls on the State Board for Vocational Education to produce a "concept" film to be used in classrooms and with the general public to provide information on the vocational education programs that are available. Fourth, the Council recommends "the State Board of Education authorize each public institution of higher education to give appropriate academic credit for vocational course work done at the six public post-secondary area vocational/technical schools within Idaho." And, fifth, the Council seeks to have the State Board of Education adopt a policy statement on the role of public education in the state; the Council urges that career development be "one of the primary roles" and wants the schools held accountable "for successful placement of the student in his next step in life. . .".

II. Focus on the State's Goals and Priorities As Set Forth in The State Plan for Vocational Education

For the most part, the Council believes that the State Plan ". . . goals are appropriate and based on the Vocational Education needs of the people of the State." And, "goals and objectives established in the . . . Plan were met and exceeded in some areas." The Council notes that "The lack of facilities problem has not been completely solved," but adds "Fiscal 1975 proved to be a good year for construction and remodeling of area vocational schools."

III. Focus on the Effectiveness of Vocational Education in Serving People and Their Needs

The Council notes improvement in the data available for planning purposes and commends the Division of Vocational Education accordingly. Programs for people with special needs were continued or expanded in all parts of the State; the Council notes sizeable increases but believes still more training for the disadvantaged is

needed. The Council also found that area vocational schools and area high schools are"cooperative" and calls for even more coordination of their efforts. But the Council records its concern that vocational education is still difficult for rural students to obtain, and that approximately one of every four applicants to an area vocational school must be denied admission due to lack of "training slots."

The Council concludes that, at both the secondary and post-secondary levels, growth in vocational education has not kept pace with Idaho's expanding job market for skilled workers. The Council commends the post-secondary vocational systems' placement and follow-up programs and again calls on the secondary system to expand its efforts. A full-time career education consultant has been hired by the State Department of Education and the Council approves this step and the direction it implies in the State's efforts.

IV. Focus on the Extent of Consideration Given the Advisory Council's 1974 Recommendations

The Council lists its four 1974 recommendations and records a substantial affirmative response from state authorities.

SUMMARY

ILLINOIS SACVE SIXTH ANNUAL REPORT

I. Forward

As part of its effort to reduce the distance between the world of work and the world of education, the Council challenges such practices and policies as provision of traditional curricula as "required" subjects, the predominant stress on academic preparation, and the lack of any requirement for the development of a saleable skill.

II. Recommendations for FY'76

The Illinois State Board of Education should:

1. remain the sole authority with responsibility for all educational activities in the state unless changed by Congressional legislation;

2. seek increased appropriations based on projected vocational education needs (a recurring comment by the Council throughout its report);

3. require a timetable for LEA's to remove architectual barriers to handicapped persons;

4. support career education through increased funding, higher priorities, comprehensive planning and implementation;

5. provide "seed money" for new programs for three years, after which the school district should assume primary responsibility for their operation;

6. establish arrangements to print materials and allow all school districts in the state -- at their discretion -- to purchase such materials;

7. continue the Three-Phase Evaluation System and coordinate evaluation from the Office of Education;

8. promote secondary programs which develop job entry skills along with a strong basic education;

9. cooperate with other state agencies, including CETA prime sponsors, to develop and use data on labor, job and occupational projections;

10. encourage LEA's to provide vocational education opportunities for non-English speaking persons; and

11. support implementation of non-duplicative roles among all vocational education schools.

III. Items of Inquiry and Discussion

1. Funding

The Council is concerned about the yearly erosion of state and federal funds. Since the present funding system does not allow for adequate program articulation and coordination, the Council urges that the Board review the system and suggests the possibility of a statutory base of program support.

2. Programs for the Disadvantaged and Handicapped

Funding levels for these students are unsatisfactory. Furthermore, architectural barriers prevent access to vocational education facilities. LEA's are not required to provide programs for these students and "creaming" practices (i.e., selection of the "most qualified" disadvantaged or handicapped program applicants) operate to deny the disadvantaged and handicapped access to existing programs.

3. Occupational Program Output and Labor Demand

Projected output of students falls short of the projected demands of labor.

4. Evaluation

The benefits of the Three-Phase Evaluation System ". . . can be seen through better local plans in the year following the evaluation."

5. Women and Occupational Programs

"Nationally, the number of women who are in the labor force today has eclipsed the estimate of the number of female workers projected in 1970 for the year 2000." The expansion of the labor market caused by this unexpected increase has heightened job competition and increased demand for advancement opportunities.

6. State Board of Education (SBE)

Legislative reorganization has caused some temporary uncertainty with the SBE; however, this is expected to resolve itself rapidly.

7. Cooperative Vocational Education and Work-Study Program

Local administrators hesitate to plan for cooperative programs due to the uncertainty of federal reimbursement. Work-study programs -- although designed primarily as a source of financial aid -- do not provide adequate assistance.

8. Manpower Development and Training and Comprehensive Employment and Training

The transition from MDTA to CETA was initially hampered by lack of coordination and mutual cooperation between the CETA prime sponsors and the Division of Vocational Technical Education. As the year progressed, however, better relations were developed, and as FY 1976 began, "in Illinois, CETA and the DVTE were moving to a position of leadership in the nation in these programs."

9. Career Education

Though there is encouragement for the initiation of career education at all program levels, categorically no funds are available to LEA's to support this effort.

10. Local and State Planning

The Council commends the State Plan for its clarity and utility as a planning document. It points out, however, that though it is based on over 700 local plans, "these plans show minimal articulation and cooperation among local agencies or institutions." The Council urges the Board to plan on the basis of need for vocational education and not according to anticipated federal dollars.

11. Curriculum and Professional Development

Shortage of funding has limited the distribution of prepared materials. The Council believes the Curriculum Management Center could function better if it were able to sell its materials.

12. Guidance and Counseling

The Council urges greater emphasis on guidance and counseling to increase the awareness of students of options and employer expectations.

13. Secondary-Area Vocational Centers

". . . there is today no statewide plan for area center development based either on individual needs or on occupational needs." Furthermore, cooperation between the Centers, the community colleges and private proprietary schools could be improved substantially.

14. Research and Development

Research priorities for the following year were defined through analyses of research areas suggested by over 400 organizations. Several projects were in their second or third year of funding. The Council reiterates its position that investigation of these projects should be made to ascertain whether they have remained at the research and development stages or have progressed to the operational phase. The Council commends the Division of Vocational Technical Education on its use of Part C funds, stating that only about 9% were expended for the Research Coordinating Unit's staff expenses, even though the law allows use of up to 75% for this purpose.

15. Independent Private School Industry

". . . 615,000 students enrolled in the independent proprietary vocational schools must be considered in a State manpower plan."

IV. Evaluation of the State's Goals and Priorities

State Board goals focused on the quality of programs and on increasing the numbers of students served. Though seemingly comprehensive, the following problems were noted:

- correspondence between students' needs for programs and the availibility of such programs at their schools were often poor;
- the demands of the labor market were not met by the numbers of programs provided;

ILLINOIS

- enrollments of disadvantaged students have increased since 1973;
- valid data for planning has been critically deficient for planning and management;
- lack of coordination among the many federal and state agencies administering vocational education programs has created "separate (yet similar) costly and isolated programs in education program development."

The Council recommends that a management information system be implemented and operational by 1977 to facilitate planning, and that the state detail the extent to which the previous year's goals were met.

SUMMARY

INDIANA SACVE SIXTH ANNUAL REPORT

I. Introduction

The Indiana Council defines its role and responsibilities and provides an outline of the questions it posed in addressing the three goals for evaluation developed by NACVE.

II. Evaluation Goal I

The Indiana Council reports that 425 local advisory committee members, vocational teachers, counselors, school board members, administrators, and superintendents responded to the Council's request for their views on achievements related to the evaluation goals as applied in that state. Based on the reactions of the group surveyed, the Council concluded that the State Plan goals and objectives are important in meeting the needs of young people in the state. The Council reports that a third of the group rated these goals and objectives as being "of primary importance," while only 3% rated any of the goals or objectives as "unimportant." The Council notes that the State Plan does identify separate goals and objectives for sub-groups at the elementary, secondary, post-secondary and adult levels, as well as for the disadvantaged and handicapped. However, there are no specific goals and objectives listed for returning veterans or for inmates of corrective institutions, although the Council asserts provisions for these persons might be encompassed under programs for the disadvantaged.

The Council reports that the State Plan's basic objective -- essentially to increase enrollments -- has been met. However, the Council points out that the general population to be served has increased in the state, and -- therefore -- general enrollment increases are to be expected. "Furthermore, the Council questions the increase in enrollments as the sole criterion on which to determine the success of the delivery system."

III. Evaluation Goal II

In reviewing State Board-funded vocational-technical education research studies such as the "Survey of Occupational Choices and Employment and Education Plans of Indiana High School Seniors, Class of '75," the Council asserts: "There was no available evidence in this or any other Indiana study on the adequacy of vocational education programs to meet the needs of Indiana students."

INDIANA

The Indiana Council does feel valid data exist for planning purposes because of a Labor-Supply/Demand Report they prepared in cooperation with the Employment Security Division, Division of Vocational Education, Commission on Higher Education, Private School Accrediting Commission, and the Indiana Office of Manpower Development. The Council sees only initial efforts to improve the coordination of training opportunities among agencies. To further stress the need for coordination and articulation, the Council has recommended for FY'76 that the State Board on Vocational and Technical Education identify and define the roles of the several agencies involved in providing vocational education. The Council reports that the State does not legislatively mandate placement services for graduates, nor does the State Plan require they be provided. Moreover, the Council points out that although a statewide needs assessment is essential for the formulation of a statewide manpower development program, the state has not conducted such a systematic assessment. Finally, the Council points out that although vocational education facilities are within access of all people in the state, both funds for the development of such facilities and the ability to provide personnel and programs are seriously limited; in addition, no data exist as to the specific facility and program development required.

IV. Evaluation Goal III

The Council reprints twelve previous recommendations, reports and state responses, and discusses the status of implementation of each.

SUMMARY

IOWA SACVE SIXTH ANNUAL REPORT

Introduction

Iowa's Council continues its previous policy of evaluating a specific component of vocational and career education. This year's report focuses on instructional quality in Iowa's area schools.

I. Teaching Skills of Instructors

The Council commends the State Board and the Department of Public Instruction for conducting in-service training dealing with individualized instruction, and asks the State Board to add provisions to the State Plan specifying the training of all vocational personnel in the individualization of instruction. Moreover, the Council wants the Department to 1) inventory individual teacher competencies to provide systematic "remedial assistance" to those teachers needing improvement, 2) require competencies in individualized instruction as a requisite for certification, and 3) encourage area school administrators to support individualization.

II. Instructional Content

Although the Council commend the State's Board, the Department of Public Instruction, and the Regents Institutions for providing "some in-service technical updating of vocational instruction," it notes the need for, and recommends, a study of the problems of updating technical skills of instructors and improving the continuity between core subjects and related instruction. The Council outlines a systematic approach for technical upgrading of teachers including "additional efforts . . . to reinforce the continuing use of program advisory committees as a method of keeping instructional content up-to-date."

III. Equipment and Facilities

Noting recent state appropriations for replacing and upgrading the equipment needed for vocational/technical instruction, the Council concludes: "It appears . . . that the problem of providing instruction on worn out or obsolete equipment is in the process of being resolved." However, the Council's observations found many shops and labs not in use during some hours; the Council recommends that the State Board enact a policy requiring plans for improving scheduling to more fully utilize available equipment and facilities.

The State Department of Public Instruction is asked to work with local area school administrators to develop and implement such plans.

IV. Instructional Supervision and Evaluation

Asserting that "Administrators should be recognized as trained technicians in teaching processes," the Council finds that administrative supervision and evaluation as methods for improving instructional quality are "seldom done." The Council wants the State Board to adopt a policy commitment to a comprehensive program for using these means. The Council is more pleased with the extent to which students' evaluation of instructors is being used for improving teacher effectiveness. The Council cautions that "where student follow-up studies are used to evaluate instructors and programs, the results need to reflect the quality of the instruction and not just the numbers of students obtaining employment."

V. Planning and Implementing the Improvement of Teaching

The Council displays the kinds of "generalized statements" found in the State Plan as "objectives," unfavorably contrasts these with the formal requirements for stating planning objectives and concludes that this indicates a lack of "hard data" for planning which retards the formulation of more effective plans for teacher education activities. The Council also focuses its attention on unrealistic and non-functional teacher certification requirements imposed on persons entering vocational-technical teaching from business and industry. The Council recommends that the State Board cause an immediate and thorough review of certification requirements with action recommendations.

SUMMARY

KANSAS SACVE SIXTH ANNUAL REPORT

I. Setting the Stage

The Council reports that both the numbers of persons and kinds of populations served by vocational education continue to increase. The Council provides an overview of current activities: reporting on general program development, the Kansas action model (a process for career guidance, counseling and placement programming), vocational programs and supplemental services for those with special needs, research and pilot programs, exemplary programs and projects, manpower development, curriculum development, personnel development, career education, and the identification of personnel development priorities.

II. A Look at Previous Years

The Council tabulates the responses accorded its 62 previous recommendations, showing that "no action" was taken on 20, "activity was initiated" on 31, "substantial action" has been taken on 10, and "activity" has been completed on one.

III. A Look at the Priorities and Problems

Planning:

The Council asserts that most of its planning recommendations have only begun to be acted upon and that the planning recommendations which have not been acted upon are those relating to the research and data collection required for long-range planning. Staff development is also seen as having received only "cursory attention".

Certification:

Recommended changes in vocational teacher certification have received the most attention and the Council perceives major improvements in this area.

Advisory Council:

The Council reports that it shares responsibility with the State Board in needing to establish better communications to make the Council more useful in planning and in helping local advisory groups.

KANSAS

Student Services:

The Council reports that student services, especially effective placement roles for guidance personnel, have received minimum attention.

Funding:

Although there has been "some relief", funding increases have not matched program growth or needs for programs.

Career Education:

"Career education . . . appears to have gained substantial momentum . . . personnel . . . and resources . . . have been appropriate to the task."

The Council restates some of its former recommendations which "have not been brought to fruitation" and are still appropriate. These include the following:

- A staff member of the Division of Vocational Education should be designated to act as a safety consultant;
- The State Board should study technical education to determine whether there are problems that restrict its progress;
- The State Board should investigate ways to grant college credit for in-service workshops conducted by the State Department;
- The State Board should continue its support for a performance-based teacher education program, particularly in vocational education;
- The State Department of Education should continue to express its concern "to the appropriate persons" about the large number of unfilled vacancies in the State Division of Vocational Education; and
- The State Board should develop a planning and research capability within the Vocational Education Division.

IV. A Look at Special Areas with Relevance to National Priorities

The Council recommends that the State Board:

1. Appoint a statewide, cross-service vocational teacher council to develop and articulate a system to meet professional development needs;

2. Identify funding strategies to adequately reflect the Kansas industrial education model;

3. Provide a staff member in the planning division with expertise in vocational education research;

4. Identify and implement a system to equip local student services personnel with effective career guidance skills;

5. Formulate a plan for effective evaluation of vocational education;

6. Formulate a plan to equip local administrative personnel with vocational planning skills; and

7. Create an ex-officio position on the Advisory Council for a representative of the State Department of Labor's Division of Manpower Planning and Services.

SUMMARY

KENTUCKY SACVE SIXTH ANNUAL REPORT

I. Summary

The Council's accent on relevancy and accountability is more than justified by the present economic requirements to train and retrain increased numbers of people. More people to train with fewer dollars requires that the procedures and consumers of vocational education come closer together to more closely match program offerings with the needs of employers and students. Where possible, reliable, valid, and timely information relevant to the needs of people and the economy must support decisions to make program changes at the local level. "The same courses are offered year after year, and the only consideration given to the changes constantly taking place in new and emerging occupations and in the job opportunities is to work toward keeping the existing curricula up-to-date." Irrelevency is evidenced by inappropriate manpower development; oversupplied in some areas, and under-supplied in others. More evidence is needed that local plans reflect the vocational needs of students and business.

Immediate attention is called for to (1) improve communication with the general public; (2) make greater use of vocational facilities; (3) obtain greater involvement of vocational education staff, facilities, and equipment in manpower training programs; (4) provide instruction to the inter-relationship of jobs, profits, and the economy; (5) make greater use of community resources; and (6) make more practical use of research and demonstration funds.

II. Recommendations

The need for systematic and coordinated vocational planning and the need to establish a comprehensive and relevant data base for planning purposes is re-emphasized this year by the Council through the following specific recommendations:

1. A public forum on the regional level should be held to discuss both annual and long-range vocational education programs.

2. A new division should be established to train manpower for new and expanding industries.

3. Regional advisory committees should be re-drawn to assure a greater representation from business, industry, and labor.

4. The Area Vocational Education Centers should offer occupational programs during the summer months, seeking some of the required support through more effective use of CETA funds.

5. The primary use of research and demonstration funds should be to identify vocational education problems and to solve those already identified.

6. In-service teacher training should be directed toward the critical issues in vocational education, with excessive travel and excessive meetings eliminated.

7. A course on the economics of industry designed to give students the "big picture" should be included in the vocational education curricula. This would include the interdependence of the job, the individual, the community, and industry, as well as the nature of profit and its importance. Further, a general orientation to the job search and job retention process would be explored.

III. Goals, Objectives, and Priorities

IV. Effectiveness With Which People and Their Needs Are Served

Without a reliable or systematic follow-up system, any attempt to evaluate the effectiveness with which people and their needs are being met will remain a hit-and-miss proposition. Nevertheless, there is some evidence that the current vocational education programs are directed toward meeting the needs of people who will benefit most from them. Secondary enrollment remains by far the highest, with post-secondary programs continuing to be under-emphasized. Special attention has been given to identifying and meeting the needs of handicapped and disadvantaged students, however, the demand for programs in this area remains strong.

V. Regional Advisory Committees

The Council highly praised the accomplishments and effectiveness of the Regional Advisory Committees. "/They/ have shown concern . . . have reviewed, discussed and given opinions on . . . management, organization, policy and administration; curriculum, instruction, student personnel needs, and vocational teacher education (in-service and pre-service) and certification; the construction and utilization of facilities; national and state legislation concerning vocational education; vocational education financial matters, and a host of other matters, including the ever-present need to communicate with

the public and to keep it involved in and knowledgeable about vocational education programs." These activities, as well as regional programs, were all accomplished with minimal fiscal resources. Finally, for the first time, the regional committees prepared annual reports, whose valuable insights were often incorporated into the Council's own annual report.

SUMMARY

LOUISIANA SACVE SIXTH ANNUAL REPORT

(Although the Louisiana Council's report did not reach the National Council's office in time for inclusion in this summary, it did list the following recommendations for this volume.)

Handicapped: Special emphasis should be placed on the handicapped and on programming for them.

Secondary level: Since enrollments have increased markedly at the secondary level, the Council recommends that additional funding, especially for industrial arts, be provided.

Post-secondary level: An expansion program is underway in Louisiana's post-secondary vocational-technical system. It is recommended that personnel be increased and curricula expanded.

Health programs: At present there is a shortage of skilled personnel in the health professions. The Council recommends that programs in the health fields be expanded, with particular emphasis on curriculum.

Job placement: It is recommended that job placement be implemented at all of the new regional vocational-technical institutes and that they work in conjunction with state employment security and other state agencies, commerce, industry, and labor.

Planning and coordination: Evaluation studies conducted by the Council point to the need for closer planning and coordination with all state agencies such as employment training administrative agencies, commerce and industry, etc.

SUMMARY

MAINE SACVE SIXTH ANNUAL REPORT

I. Introduction

The Maine Council describes 1975 as a "year of many noteworthy achievements in Maine vocational education, " and as a "transitorial year for MACVE with its reorganization . . . which coincides with the emergence for the first time of a full-fledged vocational education system in Maine." In the examples of achievements are listed:

- the establishment of eleven new secondary-level regional technical vocational centers with the approval of construction funds for five of them;
- continued improvement of the accessibility of vocational training through joint ventures by post-secondary vocational institutes, the State University, and school district adult education departments; and
- a variety of innovative measures for improving access to vocational training in rural areas.

II. Priority Issues and Recommendations

The Council notes that vocational education is known to be more accountability-oriented than other segments of public education. In Recommendation 1, the Council calls on the State Board to develop and implement a new, comprehensive, and statewide computer-based management information system for vocational education and hopes that, in time, it might serve as foundation for such a system for the state's entire education department. The second recommendation is the assertion that the State Board should require active, involved craft communities as a pre-requisite for state funding for any vocational program. In Recommendation 3, the Council wants the State Board to direct the Bureau of Vocational Education to continue with the organization of vocational planning districts throughout the state. Recommendation 4 stated: "A comprehensive review of those areas of policy and administration which appear to frustrate or limit the accessibility of vocational education to those who seek it should be undertaken by the State Board of Education. The Board should then issue a report of its conclusions on these matters." The Council outlines eight topics and policy issues which should be included in this review.

MAINE

The Council asserts ". . . our schools have been so preoccupied with teaching academic subjects that they have ignored the need to acquaint students with what one should know . . . to effectively participate in the job market." Recommendation 5 asks the State Board to develop and implement a "statewide effort aimed at effective career awareness for all levels of public education." Recommendation 6 continues this thrust calling for "a similar effort to re-orient guidance counseling and teaching toward career information needs. . . . and greater awareness of the world of work . . . (including) revision of (counselor and teacher) certification standards and training programs." Finally, Recommendation 7 notes the state's "cumbersone budgetary process" and calls for a new funding plan which will enable the post-secondary vocational technical institutes to more quickly respond to high priority training demands.

III. Consideration Given by the Maine State Board of Education to the Recommendations of MACVE's 1974 Annual Report

The Council reprints the seven 1974 recommendations and the responses to them prepared by the State's Associate Commissioner for Vocational Education for the State Board. The Council "appreciates the Board's attention . . . and calls for meaningful effort to carry out the recommendations."

SUMMARY

MARYLAND SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council focuses this year's report on the extent to which previous recommendations have produced change in Maryland's vocational-technical programs. Tabulating forty previous Council recommendations, the Council considers three as "rejected"; sixteen as having produced "no action"; thirteen are listed under "action initiated"; three produced "substantial action"; and five are noted as "action completed."

II. Prior Recommendations Requiring Priority Action

The following summarized recommendations represent areas of concern that the Council feels warrant high priority for action by the State Board during this Fiscal Year:

- Guidance:

Establish educational programs and certification requirements for paraprofessionals, provide in-service career guidance training to all counselors, and establish vocational guidance as an area of specialization for counselors.

- Local Advisory Councils:

The state should require the establishment of local advisory councils. Jointly constituted councils by each local Board of Education and Community College Board are desirable. However, if councils are separately constituted, some members should be assigned to both.

- Special Populations:

Programs for the handicapped and disadvantaged should be expanded.

- Public Information:

The State Board for Vocational Education and the State Board for Community Colleges should jointly develop and fund a continuing public information program.

- Student Placement:

The State Board for Vocational Education and the State Board for Community Colleges should expedite the development and implementation of a job placement program for vocational-technical education

students. Specific milestones for achieving a workable program within a realistic time frame must be established.

- Teacher Training:

The Board should develop a more comprehensive program, including in-service training, for meeting the continuing need for qualified vocational teachers.

- Funding Formula:

The current formulas for the allocation of federal vocational education funds should be revised to allocate the funds in terms of needs and criterion priorities as rapidly as possible.

- Research:

To increase the priority given to vocational education research by the State Department of Education and to increase the impact of the work done by the Research Coordinating Unit (RCU), the Council feels that the RCU should be brought under joint management control of the Division of Vocational-Technical Education and the Division of Research, Evaluation and Information Systems with a written statement of the RCU's missions and priorities.

- Management of Vocational Education:

The State Board of Vocational Education is urged to undertake a substantive review of the current management policies and procedures and establish priorities to improve fiscal management, State Plan development, vocational information and follow-up systems, program articulation, and the timely reporting of expenditure data and annual achievement against planned objectives.

III. New Council Recommendations, Sixth Annual Report

The Maryland Council adds the following three recommendations to its call for action:

- Residential Schools:

The State Board of Vocational Education and State Board for Community Colleges should provide for the establishment of three residential vocational-technical centers, utilizing existing facilities and assigning state and regional programs to these centers.

MARYLAND

- Directory of Vocational Programs:

The Division of Vocational-Technical Education should develop an annual directory of all vocational-technical education programs available in the state, including those offered in public, private, non-profit and proprietary schools.

- Certification of Vocational School Administrators:

The State Board of Vocational Education should revise certification requirements to include advanced coursework or the equivalent in the theory, practice, and problems of administration and management of vocational-technical education.

SUMMARY

MASSACHUSETTS SACVE SIXTH ANNUAL REPORT

I. Summary of Findings, Conclusions, and Recommendations

Alternative approaches for delivering vocational education have been stressed by the Council during the past two years, but it notes little progress. The Council again recommends that "a thorough review of alternative approaches and delivery systems be initiated to provide communities with sufficient information to select the option best suited to their needs."

A second recurring issue is the use of existing facilities as resources for vocational education. The Council recommends that the Board of Education use private facilities on a contractual basis and that comprehensive objective planning continue as a high priority.

Responses from the Division of Occupational Education (D.O.E.) to Council recommendations are not made to the Council, but are published in the State Plan. Also, these responses do not represent Board of Education or D.O.E. thought or action, but staff comments of the D.O.E. Therefore, the Council recommends that "The Board of Education formally advise the Council of its decisions to take action, defer action, or reject the recommendations at some point prior to the submission of the next State Plan."

The results of an accessibility study of the quality and representation of minority group and female vocational education students showed that (1) suburban students have greater access to a greater variety of skill programs, and (2) that the minority group children in the Boston metropolitan area do not have equal access to vocational technical school programs. Actually, female students have the least access to vocational technical school programs of any of the groups studied. Thus, the Council recommends that the Board of Education issue policy statements that advocate inclusion of these groups and employ a team of experts to provide technical assistance to local personnel.

The responsiveness of vocational schools and administrators to the needs of handicapped students was the subject of a survey. The findings indicated that special needs students are underrepresented in vocational education in proportion to their numbers in the public schools, and are clustered in particular courses and programs. Therefore, the Council recommends that the Division of Occupational Education comply with the States' Special Education Act and provide education for special needs students.

The Council also studied the mechanics of the vocational education cost reporting system, the utility of reported comparative cost data, and the potential capability of the data base (at the LEA level) to support comparative cost analyses. This two-phase study yielded one significant conclusion -- cost efficiency requires formal mechanisms for proper use of comparative cost information. Therefore, the Council recommends to the Board of Education that a systematic cost-effectiveness analysis be conducted.

Data collection and the availability of data on vocational education improved in 1975 due to improved relationships with several state departments. However, data from the Department of Occupational Education remained generally unavailable. The Council therefore recommends that the Division of Occupational Education cooperate with the Bureau of Research in the provision of data.

II. A Continuing Agenda for Action -- A Review of Council Recommendations

To formalize the concern of the Council that the Board of Education respond to its recommendations, the Council recommends that the Board of Education provide information prior to submission of the next State Plan.

III. Access of Students to Vocational Education in the Boston and Springfield Metropolitan Area

On the basis of the conclusions of research efforts in FY'75, it becomes emphatically clear that equal access does not exist for urban, minority or female students in Massachusetts.

IV. Status of Special Needs Students in Vocational Education

Studies revealed that a disparity in the quality and variety of accessibility of vocational programs exists between urban, suburban, and majority/minority women students. Also, while physically handicapped students are a larger group than those with developmental/behavioral disabilities, the latter represent the largest proportion of special needs vocational students.

V. Concerns and Issues Relating to Educational Costs

The findings of the Council's study addressed the method of reimbursement accounting system and found that more efficient use

of funding at present levels could be accomplished. However, cost efficiency requires a reporting mechanism that Massachusetts does not have.

VI. Special Reports

This chapter covers the CETA program, alludes to the lack of data availability from the D.O.E., and includes a look at enrollments of students in occupational programs. The Council recommends that the Division establish formal linkages with the State D.O.E. Bureau of Research, Planning and Evaluation.

SUMMARY

MICHIGAN SACVE SIXTH ANNUAL REPORT

I. Setting the Stage

During FY'75, the Council focused primarily upon the evaluation and assessment of vocational programs and on the determination of the status of placement services. Other focuses were the monitoring of legislation on vocational education, the support in principle of the continued development of vocational youth groups, continued work on the State Plan, review of professional development services and activities, and a study of the utilization of the CETA program.

II. A Look At Problems and Priorities

The Council has launched two studies, the first to develop a "model" system for vocational-technical placement programs, and the second to determine the effectiveness of the delivery system for vocational education programs. (An interim report of these studies will be available in the Spring of 1976.)

Council hearings resulted in findings which indicated that schools should also place their graduates, that performance objectives provide more accurate assessment measures of students and instructors, that area skill centers should be used to increase the accessibility of vocational education training, that labor market information should be used by all participants in vocational education programs including counselors, teachers, students, and parents, that vocational education facilities should be available year round, and that counselors should have work experience.

The Council made the following recommendations to the State Board of Education:

1. Since plans for the use of CETA set-aside funds should be a coordinated effort between manpower planning and vocational education, the State Board of Education should recognize the Council as the advisory body to which concerns regarding the training set-aside funds should be referred.

2. Since Career Education must have the support of all educational organizations in the state in order to become an integral part of all education, the Board should encourage its promotion in all areas, and further, funding for career education should emanate from all service areas, not just vocational education.

3. Since the growth rate of vocational education in Michigan has required an increased production and variety of qualified teachers, the Board should:

a. increase the expenditure of federal monies for professional development, and

b. limit its vocational professional development funding support of career education programs to those activities of career preparation clearly related to vocational education.

III. Career Education

The Michigan Legislature passed the Career Education Act in 1974, and the Council commends its implementation in 1975 partially through the Career Education Planning Districts (CEPD). The Council points out that career education and vocational education are not synonymous. Career education "emphasizes the knowledge, skills, and attitudes people need to explore, understand, and perform the life roles they can be expected to play."

To continue the thrust of the Career Education movement, the Council calls for start-up funding to be provided by the state, federal funding for demonstration projects at the local level, appropriate funding for professional development and the infusion tasks, and leadership and involvement from all educational agencies.

IV. A Look At The Previous Years

Although most recommendations were acted on positively, the Council noted the following:

1) a study of teacher in-service needs was not undertaken although the state promised to assess these needs;

2) reference to CETA in the State Plan is inadequate. The Council believes that articulation of CETA activities and vocational education should be included in the State Plan and that the Vocational-Technical Education Service should administer CETA training activities to eliminate duplication of programs.

SUMMARY

MINNESOTA SACVE SIXTH ANNUAL REPORT

I. Setting the Stage

The State's goals at all levels are to increase the numbers and kinds of persons receiving vocational education with corresponding increases in the numbers and kinds of facilities. The Council believes these goals to be too idealistic, and their attainment to be unmeasurable. The critical problem faced by the State is an inadequate funding level, causing applicant demand to exceed existing capacity by a ratio of more than two-to-one.

II. A Look at the Priorities and Problems

The Council finds that the State's priorities are based on extrapolations of unsupported projections. The Council recommends that planning begin at the local level, accompanied by supporting data to provide the basis for the State's priorities and determinations. The Visitation Program of the Council identified areas where research could occur. It identified the lack of assessment of individual guidance, unclear definitions for "handicapped" and "disadvantaged" students, no placement program, competition among duplicated vocational education efforts, and "hard core discrimination" throughout the State.

Recommendations to the Congress contained the following elements:

1. strengthening the role of the State Advisory Councils;
2. insuring the flow of federal funds directly to vocational education to eliminate state retention of funds;
3. comprehensive planning by the Department of Labor to ensure program coordination and synchronization;
4. providing matching funds for students with special needs;
5. providing incentive programs for excelling students;
6. providing federal funding for cooperative arrangements with non-profit training facilities;
7. implementing placement and follow-up programs employing the U. S. Department of Employment Services;

8. re-directing funds into skill areas where documented job opportunities exist;

9. requiring a 60-40 ratio of non-educators to educators for Council membership; and

10. improving communication between State Legislators and Congress.

Recommendations to the Minnesota Legislature

1. Require full funding for programs based on comprehensive State Plans.

2. Support adult and continuing education services according to comprehensive statewide needs assessment.

3. Provide a vertically integrated, computerized system to achieve the comprehensive planning objective.

The Council believes its recommendations and responses to the State Board are meaningless while confusion exists regarding its role. The State requires specific plans from Council recommendations supported by research figures. The Council feels it is the State's function to perform these duties.

III. A Look at Special Areas With Relevance To National Implications

The Council found that procedures for mainstreaming disadvantaged youth were neglected. Local advisory committee membership is transient, with no curricular influence. The Council recommends increased utilization, organization, and effectiveness of local advisory committees. The low priority given to the State's Career Education Program has caused a lag in the implementation of that program. The use of the same data year after year to determine policies and projections has resulted in a gap between the planning process, reality, and the responsiveness of vocational education to adult training and retraining. This is true not only of adult needs but of requests by industry for specific skills. The Council recommends that the State act with haste to eliminate "hard core discrimination" through the State.

SUMMARY

MISSISSIPPI SACVE SIXTH ANNUAL REPORT

I. The Council recommends:

1. That remedial programs be established to help those that are in need of special education and services as soon as possible.

2. That the assistance of business and industry be sought to aid in the placement of students.

3. That occupational orientation be instituted at the junior high school level.

4. More suitable or attractive courses should be added for girls.

5. That operating and up-to-date equipment be made available to vocational education programs.

6. That occupational information and job opportunities be provided for students by the teachers.

7. That a planned procedure for recruiting students be initiated.

8. That comprehensive testing be conducted to classify disadvantaged students.

9. That the public relations effort be strengthened concerning vocational programs and services.

II. Goal I: Evaluation Should Focus on the State's Goals and Priorities As Set Forth in the State Plan.

Regular Programs -

Secondary

The average time spent in secondary vocational education is increasing satisfactorily. The Council noted overcrowded classrooms in the vocational agriculture areas. An obvious need is to revise curricula to meet changing employment demands. Efforts to expand programs in all areas were satisfactory in spite of the state of the economy which limited involvement in cooperative education.

MISSISSIPPI

Post-secondary

More supervisory personnel are needed to conduct more visits and to supervise areas such as post-secondary vocational agriculture. Articulation between secondary and post-secondary levels is a problem in the health occupations, nursing, and vocational business and office teachers programs.

A lack of teachers at the post-secondary level distributive education programs prevented expansion of that program. A lack of facilities prevented expansion of the practical nursing drafting, design and electronics programs.

Adult

Most of the adult program offerings increased or remained the same in 1975. Again, more supervisory personnel are needed to conduct more visits and help supervise adult programs.

Disadvantaged

A viable training program is needed to prepare disadvantaged students for jobs. More supervisory personnel are needed to increase visits to these programs and to review curricula for the purpose of broadening and improvement. More equipment for existing programs is needed. Lack of funds prevented the hiring of teachers to implement new programs.

III. Goal II: Evaluation Should Focus Upon the Effectiveness With Which People and Their Needs Are Met.

The Council believes that occupational orientation is valuable. Funds are not available for further construction of the area schools which can offer comprehensive vocational programs where individual schools cannot.

Properly trained teachers are badly needed for disadvantaged students. In-service programs are available only through workshops and at the universities.

IV. Other Information

Funding for area schools would be available if the state took the lead in consolidating the 150 school districts.

MISSISSIPPI

Because this state is largely agricultural, training for agribusiness occupations and forestry represent unmet neets.

The Council recommends the number of schools offering training in distributive education be increased from 55 to 90 as "it is a proven fact that a large percent of the labor force in Mississippi is employed in occupations in the distriburive education areas."

Vocational education for women is inadequate. A wider variety of programs must be initiated.

SUMMARY

MISSOURI SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council believes that vocational education fails unless it is articulated with the actual needs of employers. Ultimately, education should more closely resemble the world of work.

II. Priorities and Problems

The following conclusions were drawn by the Council:

- The priorities for research and exemplary programs are not set out in the State Plan.

- The results of research, exemplary programs, curriculum development, and the Educational Professions Development Act projects are not disseminated effectively.

- Elaborate proposals are required to obtain funding for research projects, which operate to deny access to these funds.

- Certification requirements and deadlines for instructors at some community and junior colleges should be more widely published as lack of this information prevents their certification and thus the colleges are not eligible for vocational funds.

- To increase vocational enrollment and fulfill the sense of the Education Amendments of 1974, more funds are required to accommodate new programs, equipment, facilities and instructors and provide access to greater numbers of potential students.

- The State Plan should incorporate the plans and aspirations of many cooperating agencies and should show how the vocational education system is to be delivered during the next fiscal year.

III. The Council Makes the Following Recommendations, in Priority Order:

1. The State Plan should be a viable document which outlines the delivery system for vocational education.

2. State and Federal funding levels must increase to meet the needs of vocational education.

3. Post-secondary program planning should be a high priority in the State Plan.

4. The State Plan should prioritize funding for vocational research and exemplary programs and require a short prospectus before requiring a full proposal.

5. Results of research, exemplary, curriculum development and EPDA projects should be disseminated more effectively.

6. Certification requirements should appear as attachments to the State Plan.

7. Monies used for state administrative purposes from state and federal sources should be budgeted on a percentage basis equal to the percentage of each source received.

8. Certification conditions should be required as part of the contracts of all vocational education teachers not fully certified.

IV. Special Areas -- National Implications

The Council commends progress made in serving handicapped students, initiation of data gathering activities for baseline data for use in future planning, progress in career planning and placement activities, and progress in utilization of local advisory committees.

V. A Look at the Previous Years

A review of past Council recommendations required re-emphasis of certain issues which included statewide participation of agencies in vocational planning, implementation of a management information system, inclusion of local advisory committees at the planning level, implementation of the Student Accounting and Follow-up Component of MOTIS by July 1, 1976, improvements in articulation, a moratorium on additional area vocational schools pending increased funding, mainstreaming the handicapped and disadvantaged, career education preparation of secondary teachers, and improved evaluation procedures.

SUMMARY

MONTANA SACVE SIXTH ANNUAL REPORT

I. Evaluation Areas

1. "A Survey of Present and Potential Post-Secondary Vocational Programs in Montana"

The results of a study to determine the present and potential range of offerings at the post-secondary level indicated that there is no philosophy nor plan for the role of post-secondary vocational education in Montana. The Council recommends that:

a. The Board of Public Education (BPE) clearly describe the policy of the Board relating to the role of post-secondary vocational education in Montana.

b. The BPE review Board rules and state and federal statutes to determine any conflicts with the current Board philosophy for vocational education and, where found, recommend appropriate action to resolve conflicts.

Vocational education programs ". . . could be as broad as the occupational structure itself, except that federal legislation . . . excludes occupations that are classified as professional and require a baccalaureate or higher degree."

The Council expresses considerable concern regarding the match between vocational offerings, enrollment demands, and employment demands. While program development should be guided by employment opportunities, a conflict arises when enrollment demand exists where employment supply does not. Also, programming should be flexible and accommodate new occupations as old occupations cease to offer employment opportunities. Therefore, the Council recommends:

a. that the Board establish a system to assess the employment needs of the state on a regular basis;

b. that the Board give heavy consideration to employment needs data when considering approval of vocational education programs; and

c. that the Board clearly establish its objectives concerning where vocational education is to be offered, the range and types of vocational training, and the groups to be served.

The present accounting system defies attempts to evaluate program costs of vocational education at the local level. Therefore, the Council recommends that:

> A uniform system of accounting for all vocational education funds (local, state, and federal) be developed for use by all schools. Financial reports using the uniform system be submitted to the BPE.

2. "A Review of Selected Post-Secondary Vocational Health Occupations Education Programs in Montana"

A Council study of nurses and dental assistants indicated that they felt that more on-the-job training was desirable. Therefore:

> The Board should investigate the adequacy of the amount and type of clinical experience available to students in health occupations programs.

Because students felt they had little input into program planning, and teachers indicated that local advisory committees could be more helpful in this regard, the Council recommends that:

> The Board encourage schools to include local advisory committees and to include students as members in order to participate in program planning to a greater extent.

A large percentage of the students polled were undecided as to the adequacy of placement services available to them. Therefore:

a. The Board should provide resources for LEA's to provide information to students regarding placement services and to provide services where needed; and

b. The Board should encourage schools to continue using performance-based objective progress reports in health occupations education programs.

There is some indication that pre-service teacher preparation in the health occupations is inadequate. Therefore:

> The BPE and the Board of Regents should continue their review of teacher preparation in all fields, but particularly in the health occupations.

The study indicated considerable interest in the "ladder concept" of health occupations education. Therefore:

> The Council recommends that the Board and other agencies implement the ladder concept in health occupations to allow student mobility without needless repetition of training.

II. Responses to Council Recommendations of 1974-75

Several previous recommendations and a current one relate to policies and controls regarding funding procedures for vocational education. The Council seems encouraged with the progress made in this area.

The Council is concerned that placement is not being actively pursued at the secondary level although post-secondary placement activities are adequate.

Concern is also expressed regarding a position statement from the Board on Career Education.

The Council is not entirely satisfied with the progress of the Board in providing counseling services, especially as it relates to the 1202 Commission. Representation on that Commission remains the same and ". . . has had no visible function in the vocational education field."

SUMMARY

NEBRASKA SACVE SIXTH ANNUAL REPORT

I. State Goals and Priorities

1. The Council recommends an alternative to certification of post-secondary vocational education teachers by providing a competency-based option in addition to the traditional credit-hour approach. A list of nine recommendations was offered to assist in implementing this option.

2. Increased leadership from the Division of Vocational Education was identified as a means of improving quality vocational education in Nebraska. A five point program was suggested which needs increased support from the Nebraska Legislature in order to implement.

3. The agencies delivering the entire system of vocational education should be closely coordinated to eliminate duplication of, and eliminate voids and gaps in the system. CETA prime sponsors should also coordinate with the delivery system to aid in this achievement.

4. An orderly, systematic conversion to the metric system should begin now to become the standard by which vocational education is delivered.

5. The Council urges the implementation of the following measures to answer the challenge of the crisis:

- restructure educational offerings to encourage prospective dropouts to remain in school;
- tailor local programs to fit local needs;
- accelerate courses where verified job opportunities exist;
- schedule more extensive use of facilities after hours and on weekends; and
- include the disadvantaged and handicapped by tapping discretionary funds to augment placement and job development activities.

NEBRASKA

II. Serving People and Their Needs

1. The Council recommends increased emphasis on occupational skills as a realignment to the total educational system in order to provide a more realistic education for the people of Nebraska. A six point program was offered to help implement the realignment which uses occupational skills to reinforce the basic educational functions. Much more emphasis is needed on the importance of work as a vehicle for an individual to achieve self-sufficiency and economic independence in our free democratic society.

2. To improve the compatability between the delivery system of apprenticeship programs and vocational offerings, the Council recommends a closer working relationship between apprenticeship and vocational training which includes standard fees for all enrollees and the option for achieving apprenticeship goals plus credits which may be appliable toward the associate of arts degree.

3. The Council emphasizes the need for maximizing the benefits received for participation in vocational research and exemplary activities.

4. The Council strongly recommends that federal vocational funds be used only for emphasizing education for the employability of people. Requests from school for reimbursement of related programs should not be reimbursed from federal vocational funds except in special programs for the disadvantaged and handicapped. A number of functions were listed which are supportive of preparing people for employment.

5. The Council recommends participation by agencies, universities, and other involved groups to develop a state-wide symposium for vocational education which would accomplish the following objectives:

- reduce the rolls of unemployed;
- increase responsiveness to needs of business and industry;
- articulate and coordinate all state programs;
- emphasize vocational education in the educational process.

NEBRASKA

III. Extent to Which Council Recommendations Have Received Due Consideration

In spite of much attention to the issue of career education, there has been little commitment by the state to implement the concept. Still needed are:

1. long range plans and strategies;

2. career education criteria for accreditation;

3. implementation of programs for the preparation of teachers and administrators.

A shortage of teachers continues to be a limiting factor to the expansion of vocational programs and services. The Council recommends utilization of teachers in their areas of speciality and not in their areas of minor preparation.

Considerable accomplishment has been achieved in:

- utilizing facilities and staff more efficiently;
- working with CETA;
- serving the disadvantaged and handicapped;
- developing a state-wide educational information system;
- availability of teachers; and
- vocational student activities.

SUMMARY

NEVADA SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council concluded a two year effort to study vocational education in Nevada which follows the scheme and model reported in their FY 73 report, and results of the implementation of that study reported in their FY 74 report.

II. Objectives of the Study

The study builds on that of FY 74 but places special emphasis on program features not surveyed in that report, including the instructional program, guidance, placement and follow-up, the Awareness Program, and coordination with educational agencies.

III. Study Results

Results focused on sixteen features of vocational education. A separate section addresses the use of advisory councils and community resources and a section is set aside for additional findings.

In some cases, programs suffer due to the inaccessibility of facilities and equipment. The equipment is there, but is not used. Greater utilization of community resources or a "loan center" concept is suggested.

Urban schools have better defined objectives than rural schools, yet the rural goals, as measured by placement at a job, are more often achieved. The Council concludes that a statewide problem is the need to define objectives based on employers' needs and then develop the programs accordingly. Comprehensive, articulated planning emerges as a Council imperative.

Education of the handicapped student requires greater resources than does that for the disadvantaged because the latter group's barriers are often reducible to educational malfunctions and because ". . . the problems of the handicapped are singularly different in each category: physical, mental, and emotional." More funds are needed for more programs to address handicapped student problems categorically.

While rural schools can more often place their students, both rural and urban schools report inarticulated programs causing the low

number of student placements in jobs. Furthermore, follow-up studies reveal that jobs obtained had little relationship to the course of study the student pursued.

Students are influenced to choose their career goals from sources other than the schools, and those choices do not match the labor market. Even where guidance does influence a student's choice of educational goal, guidance is accomplished in relative ignorance of the available jobs and the required skills. Nevada's national rank is 50th in expenditures per pupil in vocational education, which reinforces the Council's finding that "vocational education in Nevada appears under-financed to the point of limiting productive output."

IV. Responses to FY'74 Recommendations and Recommendations for Future Action

1. The State Department of Education should develop five year plans which include detailed comprehensive plans for curriculum, articulation, funding, and provisions for facilities.

2. The State Department of Education should suggest cost-based alternative solutions for the large county-small county program and funding discrepancies.

3. The State Department of Education should assist local school districts' establishment and maintenance of programs for guidance and counseling, and follow-up on vocational education students.

4. The State Department of Education should produce a plan to remedy deficiencies in the provision of vocational education to the disadvantaged, emphasizing attention to those needing re-entry into the educational system.

5. Efforts to articulate vocational education with the world of business and to articulate career education within the elementary and secondary levels should receive high priority.

6. The State Department should make certain that federal dollars allocated for vocational-technical education are actually spent for that purpose.

7. A representative of the Council should be included in any Board of Education designated group that studies or prepares budgets for the legislature.

SUMMARY

NEW HAMPSHIRE SACVE SIXTH ANNUAL REPORT

I. General Comments as They Apply to the Entire State Plan

The Council expressed its general approval of the evolution of the State Plan and the cooperation of other agencies in supplying evaluation data. Its major concern related to the expansion of funds for administrative purposes. In light of other pressing needs, the Council considers this expansion inappropriate at this time.

II. Level: Secondary. Population Served: General

The Council recommends that the State Department of Education develop an educational program designed to increase the understanding and involvement of the local advisory committees, provide opportunities for vocational students to participate in organized youth activities, and, in particular, shift vocational education funds from administrative to program areas.

III. Level: Secondary. Population Served: Disadvantaged

The Council recommends employment of a full-time administrator/supervisor with responsibility for the disadvantaged population to plan long-term goals and carry on statewide program development.

IV. Level: Secondary. Population Served: Handicapped

The Council recommends a full-time administrator to implement, plan, and develop long-term statewide goals. Further, it is recommended that direct service agencies in the communities be utilized to provide special vocational programming for those unable to function in regular school settings.

V. Level: Secondary. Population Served: Multi-Group

The Council commends the development of facilities for handicapped and disadvantaged students.

VI. Level: Post-Secondary. Population Served: General

The Council recommends an emphasis on adult education community services requesting more funds for this purpose. Further, the

Council recommends that the State Board of Education develop a position paper to distribute to all educational institutions regarding adult education and the roles of secondary and post-secondary education in the field of community services.

VII. Level: Post-Secondary. Population Served: Disadvantaged

The Council recommends a needs assessment of graduates of secondary programs to more effectively provide for their post-secondary training. Also, though the Council found generous provisions for programs for deaf students among the handicapped, the State Plan contains no general sub-section indicating services for other handicapped students. The Council recommends that goals, objectives, and funds for programs to serve various types of handicapped students be incorporated in the State Plan.

VIII. Level: Post-Secondary. Population Served: Multi-Group

The Council recommends that funds be allocated for additional one-year occupational programs in light of the previous year's success. It also recommends additional short-term, innovative approaches, both to arrest the dropout rate and to help prepare people for the current economic situation.

IX. Level: Adult. Population Served: General

The Council recommends increased funding for all areas related to adult education and that this area receive major emphasis during the next decade. Further, consolidation of funding sources and administration in this area is recommended in order to eliminate the lack of coordination and to provide a multi-level approach to adult education.

X. Level: Adult. Population Served: Disadvantaged

The Council recommends a special emphasis on coordination with local community agencies and groups for programs of these types.

XI. Level: Multi-Level. Population Served: Handicapped

The Council recommends that these programs include specialized community services for this type of student in order to facilitate

the re-entry of institutionalized students into the community, as well as to prevent the need for institutional placement of other handicapped persons.

XII. Level: Multi-Level. Population Served: Multi-Group

The Council recommends review and partial reallocation of funds from pre-service and in-service personnel development programs to guidance personnel development for occupational counseling. The Council further recommends that teachers be given the opportunity to develop career education activities in their own classrooms. The Council also recommends that the State Department of Education develop, utilize, and publicize a clearly understandable definition of industrial arts.

SUMMARY

NEW JERSEY SACVE SIXTH ANNUAL REPORT

I. Summary of Recommendations

1. Adopt and implement the planning model prepared by the Council or a similar system designed to secure coordination of agencies delivering manpower development systems. The New Jersey Advisory Council on Vocational Education (NJACVE) and the State Manpower Services Council should supervise this coordination and should receive the full support of the Governor's office.

2. Consider adoption of an evaluation model to assess vocational education objectives. The Division of Vocational Education should assess selected programs during the current school year. Elements of the model should include: qualitative data; percentage completion as well as careful monitoring of the correlation between activities of the Departments and/or other agencies; and council recommendations. The Division should also develop specific guidelines for keeping the Council informed of progress toward Council recommendations through the Division. To achieve this, the Council should have the highest priority for use of data collection mechanisms for assessment purposes.

3. Vocational education should be allocated more funds to bring vocational training to a sizeable number of the population who currently do not have access.

4. Communication systems between the Division of Vocational Education and the Council should guaranteee the involvement of persons responsible for implementation of Council recommendations. Further, the Division should delineate the time frame for up-grading methods for communication with special emphasis on systematically reporting on the status of assessment techniques affecting Council recommendations.

5. Control of post-secondary vocational education should not be shifted until the Departments have examined the Educational Coordinating Council's recommendations, assessed the long-range impact of those recommendations, discussed all intended actions with the Council, and examined all conclusions in the light of the Council's recommendation on coordination of manpower development.

6. The Division of Vocational Education should continually advise the Council of anticipated changes in state and federal legislation and regulations including the Administrative Code so as to facilitate the Council's continuing efforts to upgrade vocational education by communicating its position on issues formulating long-range legislation goals, and facilitating overall divisional planning.

NEW JERSEY

II. Summary of Advisory Council Study

The Council believes a more sophisticated vocational/technical training approach will be necessary as dependence upon college training lessens, and demands for training leading to placement, (or retraining leading to placement) emerge. In light of the present economy, financial resources for this purpose will shrink and priorities will be determined in accordance with proven, cost-effective programs and alternatives. Therefore, requirements will increase to coordinate the activities of agencies which serve training and placement functions while resources to solve manpower delivery demands continue to shrink. The Council believes the time to begin planning for increased enrollment and client demand is now, and that slippage in planning will result in "inexcusable mis-appropriation of human resources."

Predictions of the Council are based upon: (1) conclusions drawn from an analysis of the status of selected recommendations contained in previous Annual Reports; (2) examination of economic trends based on a growing concern regarding decreasing purchasing power of available funds and the practical, sophisticated designs which will be necessary to obtain future funds; (3) review of suggestions from the Division of Vocational Education and the Department of Higher Education; and (4) an examination of the results of the Conference on Manpower Development in June, 1975.

III. A Synthesis of Recommended Models for:

A. Evaluation of Vocational Education Programs

B. Coordination of Adult Manpower Delivery Systems

SUMMARY

NEW MEXICO SACVE SIXTH ANNUAL REPORT

I. Introduction

The planning of vocational education is inefficient due to the many departments and divisions separately charged with overlapping duties and responsibilities for programming and funding. In many cases, those who pay for the programs have no control over the planning.

II. Recognition of the Division of Vocational Education Accomplishments and Areas Needing Improvements

The Council commends the State Division of Vocational Education for its collection and use of data on vocational education students, and for its cooperation with the Council. However, the Council believes that the Division must devise a more viable, less cumbersome, State Plan which would be more readable and useable at the local level. Greater attention to in-service training is also called for.

III. Inventory of Vocational Education Programs and Their Relationship to Meeting State Needs

Even though enrollment at the secondary level has decreased while increases occurred at the post-secondary level, no corresponding funding changes have occurred. More realistic programming -- with funds going to needed skill and employment areas -- is called for.

IV. Meeting the Vocational Education Needs of New Mexico's Future Labor Force

While students may be receiving excellent training through secondary vocational programs, 1) they are not entering the labor market at an acceptable rate; 2) they do not have realistic views of their earning potential; and 3) they usually prepare for college and not the world of work. The Council recommends that the State Division of Vocational Education --

- re-evaluate the funding pattern between secondary and post-secondary vocational education programs;
- study the quality of instruction, the meeting

of state instructional guidelines and the placement rate of the schools.

Based upon this evaluation, the Division should orient the financial resources to the level of instruction that provides the state with the best labor force.

Separate responsibilities for programming and funding result in unrealistic planning. The Council recommends that program approval and funding authority be placed under one state entity which should develop a uniform policy for allocating monies on a formula basis.

Lack of a uniform state policy is traceable to the numerous legislative origins of vocational education. The Council recommends codification of the legislation and asks the State Board to lend support to the Council to develop a comprehensive post-secondary vocational education act.

Ineffective, inactive local advisory committees at the secondary level should be mobilized to provide the assistance needed. The Council recommends that the State Division either abolish local advisory committees at the secondary level or utilize them properly and join the Council in awarding proper recognition for committee participation.

The Council further recommends that the Division improve efforts to increase placement of secondary school graduates and follow-up information.

V. Secondary and Post-Secondary Vocational Education: A Need for Articulation

Non-articulated programs between secondary and post-secondary vocational education result in duplication of effort, inefficient use of resources, and unnecessary expense. Many students are forced to repeat courses at the post-secondary level, and generally are not provided a "career ladder" through which to progress. The Council recommends that the State Board and State Division offer students credit for competencies acquired from other sources through testing or other means.

VI. Goals and Objectives for Next Year

The Council pledges activities focused on the issues identified in the report. Among them is the Council's plan to develop a "training package" for local advisory committees and other activities at the local level.

SUMMARY

NEW YORK SACVE SIXTH ANNUAL REPORT

I. Recommendations

To the Board of Regents, the Council recommended that the Board:

- encourage the career education concept by including the appropriate policies in publications, curriculum guides, teacher's pre-service programs, and certification requirements;
- encourage state and local education agencies to increase the priority of career education, and to reflect this in budgeting processes;
- unify and coordinate the various blueprints for learning in the state, including the State Plan for Occupational Education, and the Master Plan for Higher Education; and
- appoint a high school member to the Council on a rotational basis to represent the occupational student organizations.

To the State Educational Department (SED), the Council recommended that SED:

- distribute the results of federal vocational education and career education projects;
- establish regional clearing houses for career education to develop curricula and other materials, and draft administration practices;
- establish in-service teams to aid the implementation of career education, emphasizing the development of local leadership to assist in the process;
- prepare a position paper on guidance and counseling;
- again distribute copies of the statement of support of occupational student organizations issued by the Assistant Secretary for Education of DHEW, together with supportive statements from the SED and the Board of Regents;

- develop a plan for infusing career education into programs for handicapped students by organizing conferences with special and occupational educators and other concerned groups;
- prepare promotional brochures describing the benefits of student organizations to students, community, labor, industry, etc.;
- encourage cooperation among the various student organizations;
- expand in-service workshops for advisor training for teachers representing occupational education organizations; and
- encourage teacher education institutions to include advice to youth organizations in their programs through the Division of Teacher Education and Certification.

II. Status of Fifth Annual Report Recommendations

The Council recommended separate data for urban areas to better assess urban needs. The SED places a high priority on urban education, but sees no need to treat that area separately. The Council therefore renews its recommendation to report separately the urban areas education information in the Annual Report on Occupational Education.

The Council recommended development of a reporting system which accurately reflects the current status of adult occupational education needs. The SED has set aside significant monies to implement a management information system which should have the capacity to record the adult situation separately. The Council, therefore, renews its recommendation.

III. Summary Reports

State Plan

The Council registered the following concerns regarding the FY 75 State Plan:

- The low number of disadvantaged students in post-secondary technical programs.

- The lack of information on students leaving post-secondary programs prior to course completion.

Local Advisory Councils (LAC) Conference

Recommendations resulting from this conference included the need for job development, requirements for more employable graduates, the need for LAC's to conduct public information programs, to communicate with other LAC's within their region, and to plan and organize meetings well in advance. The Council should assist LAC's by grants for secretarial assistance and promotional activities.

SUMMARY

NORTH CAROLINA SACVE SIXTH ANNUAL REPORT

I. Recommendations

The State Advisory Council on Vocational Education recommends to the Board of Education that it:

1. make "a thorough and exhaustive study" of vocational education using the criteria of the GAO Report on the Role of Federal Assistance for Vocational Education, 1974, particularly addressing whether (a) federal funds have been effectively used, (b) set-asides for the disadvantaged and handicapped have been lawfully distributed with resultant programmatic changes, and (c) occupational training offered in secondary and post-secondary schools is actually parallel with job requirements and opportunities;

2. take steps to ensure that occupational training parallels job requirements and opportunities by:

   a. requiring that curricula for producing job entry skills be based on performance objectives validated by recent job analysis and task analysis and that parallel performance standards be established for completion of secondary and post-secondary programs. The Council suggests that affiliation with the Vocational-Technical Consortium of States (V-TECS) might provide a means to identify and maintain the valid and current curriculum content necessary to implement this recommendation;

   b. increasing work experience/cooperative education opportunities;

   c. studying and responding to the North Carolina General Assembly report, "Occupational Education in North Carolina: A Review of State Policy and Planning, 1973-1974, A Look at the Future", which criticizes Board performance and offers recommendations in the areas of articulation, follow-up, quality standards, and planning;

   d. attempt to implement a system of in-service education whereby school and community college

counselors could become more familiar with the materials and techniques used by Employment Security Commission counselors as well as the reactions and impressions of ESC counselors to school counseling;

e. commissioning a special study on the responsiveness of the state education system to the training needs of new and expanding industry (toward the long-range goal of bringing well-paying jobs into the state); and

f. implementing a follow-up data system on graduates and dropouts of all programs to determine the relationship of vocational education to job entry;

3. strengthen the state's vocational teacher education program through development of a long-range, comprehensive policy. (The Council believes it is now imperative that the State Board follow through on this recommendation, a step which it first urged in 1970.)

4. use the State Plan of 1977 as an operational guide for achieving greater involvement of other agencies in developing a comprehensive system for testing, counseling, job training, placement, follow-up and staff education activities;

5. ensure the distribution of exemplary/research project results. (No specific action was initiated to the Council's similar 1974 recommendation.)

6. study access to vocational education programs as affected by public school size, location, and administrative policies. (This recommendation reiterates that of 1974 concerning establishment of a requirement that local units show that they are, or are working toward, meeting vocational education needs.)

7. enhance the Board of Education's administrative and decision-making capabilities through (a) development of parallel secondary school and college level financial and enrollment data systems, and (b) holding of annual joint sessions with the Council to discuss recommendations.

NORTH CAROLINA

II. State Board of Education Responses to 1974 Recommendations as of June, 1975

"Proposed Future Action" status is shown for the majority of the Council's 1974 recommendations to the Board. However, no direct Board response is indicated on recommendations regarding (1) the requirement that local units and other agencies be involved in comprehensive planning efforts ("There is a question as to whether the State Board or local boards have authority to demand active involvement . . ."), (2) the requirement that each local unit show plans for meeting the needs of its students, and (3) the examination of youth organization fees, particularly as they affect disadvantaged students.

SUMMARY

NORTH DAKOTA SACVE SIXTH ANNUAL REPORT

I. State Advisory Council Recommendations for 1976

The Council recommends that the State Board for Vocational Education --

- re-examine priorities at the secondary level to develop exploratory curriculum with more attractive entry-level skills;
- continue to provide services to remote rural areas;
- continue to evaluate program needs based on labor market studies;
- expand the open-entry/open-exit concept to meet adult education needs;
- ask the Governor to appoint a Committee to identify all vocational education programs and services in the state;
- design and implement a competency based curriculum at the secondary and post-secondary levels that includes delivery flexibility;
- provide more services to handicapped and disadvantaged students and include training in pre-service teacher education programs;
- study the feasibility of coordinating vocational education services in the state by using regional administrators;
- improve vocational curriculum by improving information exchanges with business and industry;
- employ a full-time staff person to advise all citizens of the vocational and adult education opportunities in the state;
- improve vocational guidance and counseling services by coordinating the efforts of the State Board for Vocational Education, Department of Public Instruction, and higher institutions that offer pre-service and in-service educational opportunities.

NORTH DAKOTA

II. Advisory Council Evaluation

Goal 1: Setting the Stage

The Council commends the initiation of mobile vans to bring welding courses to remote areas of the state.

In response to State Board objectives to increase secondary level offerings, the Council notes: 1) the low number of students served at the Multi-District Vocational Centers, and the reduced number of persons entering post-secondary programs; 2) that teachers qualified in adult education are difficult to obtain because there is a shortage, their wages are inadequate, and there is poor local support for adult education; 3) that there is overall progress in mainstreaming handicapped and disadvantaged students, but such students have not been adequately identified; and 4) that guidance and counseling services are effective.

Some critical problems are: 1) inequality of educational and vocational training; 2) restriction of post-secondary education to the regular school year; 3) inadequacy of manpower data related to future requirements in the coal and water resource areas; 4) inadequate coordination of Adult Basic Education programs.

Goal 2: A Look at the Priorities and Problems

The state delivery system is lacking only in physical facilities; yet no state or federal funds were allocated for this during FY 76.

The Council is concerned that the dropout rate for Indian students is "much higher" than for non-Indian students.

Goal 3: A Look at Special Areas With Relevance to National Implications

The Council feels that an increase in adult training and re-training is warranted, since adult vocational training is concentrated in only a few areas of the state, and the training is limited to particular occupational areas. The Council is concerned that current programs are 1) not relevant to occupational practices; 2) inflexible, and 3) that staff and students have an inadequate understanding of competency-based curricula.

NORTH DAKOTA

III. Council Resolutions

The Council --

- has resolved to request enactment of special federal legislation for Indian vocational education to meet the special needs not being met under the present delivery system;
- recommends that the amount of money earned and number of hours a student in a work-study program can work be increased by amending present legislation;
- recommends that the Governor restructure the 1202 Commissions to more closely align Congressional intention of broad representation of public and private post-secondary institutions.

SUMMARY

OHIO SACVE SIXTH ANNUAL REPORT

I. Setting the Stage

The Council reprints eight "Ohio Goals for Vocational Education" and provides an overview of "Ohio's Delivery System for Vocational Education."

II. A Look at Priorities and Problems

The Council tabulates Ohio's fiscal situation for vocational education showing reported funds for 1974, budgeted funds for 1975, and planned funds for 1976 as allocated to Section 102(b) State programs, Part B programs and special programs. It also provides enrollment statistics and projects for 1974, 1976, and 1980 to show the progress achieved and the progress projected toward thirteen specific state objectives for vocational education. The Council also summarizes six studies it commissioned, three conducted by the Ohio State University Center for Vocational Education.

The Council's recommendations to the State Board are as follows:

> Noting the rapid growth in vocational education enrollments and the difficulty in matching that growth with increases in the number of well-trained, qualified staff members, the Council calls on the Board ". . . in cooperation with institutions of higher learning, /to/ strengthen the statewide system of in-service training programs, seminars, and workshops relating to teacher, supervisor, and administrative education. In-service programs should include, but not be limited to, teacher methods, development and maintenance of courses, working with youth groups, and strengthening and maintaining occupational competency."
>
> In reaction to the problems of unemployment, the Council asserts, "The State Board of Education should provide incentive to school districts for:
>
> - supporting accelerated or concentrated courses, where necessary, to retain the underemployed for available jobs as quickly as possible, combining classroom instruction with supplemental on-the-job training where applicable;

- coordinating programs with other skill training opportunities, such as the Comprehensive Employment and Training Act, to prevent duplication;

- strengthening family life education in areas of high unemployment."

Asserting that although much has been done to implement career education in Ohio, there are some districts that have done "little, or nothing." The Council calls on the State Board to continue its efforts for implementing and financing career education in every district with encouragement for the industry and business community to participate.

"Coordination and cooperation among educational institutions providing vocational and technical education are greatly needed in the Ohio area," says the Council, calling on the State Board to "encourage and participate in joint planning and program articulation . . .".

Calling for "early identification of need and early placement in a recommended program, "the Council wants the State Board to "initiate or expand," programs, skill centers, and supportive services for the handicapped, the disadvantaged, and students with special needs in each of the state's planning districts.

Noting that "any factors other than proficiency contribute toward productivity," the Council urges the State Board to "strongly urge local schools to place more emphasis on good work habits, attitudes, pride in craftmanship, and quality of work; /and/ to utilize the talents and potentials of local advisory committees to accomplish this goal."

The Council attributes five criteria of an effective placement program to the School-to-Work Project conducted by the National Advisory Council on Vocational Education and recommends that "The State Board of Education should encourage greater emphasis in the school system on the expansion of job development and job placement programs in cooperation with the vocational education program."

III. A Look at the Previous Years

The Council reprints its previous years' recommendations and the response offered by the State's Division of Vocational Education, lists recent Council publications, and summarizes its history and recent Council activities.

SUMMARY

OKLAHOMA SACVE SIXTH ANNUAL REPORT

I. What It's All About

The report begins with a factual review of the state's programs and students, followed by a discussion of the specific, critical issues.

The difficulty of obtaining vocational instructors has been alleviated due to the compromise that allows instructors without degrees to teach, providing they work toward a degree. While co-operation between vocational education and industry has improved, the Council sees an urgent need for local advisory committees for all occupational training programs. School personnel should be ex-officio members only. Employers of vocational graduates should always be represented on advisory committees, as should be students. Guidance and counseling personnel could also benefit substantially from advisory committee participation.

The concern regarding dropouts from high school involves a view that the students find no relevance between "routine education and reality."

II. Recommendations

The Council recommends an upward adjustment of funds for secondary vocational education to address problems in retention and orientation to career choice options. A percent increase is recommended where an equal tax effort by the local districts is approved. Start-up funds on a matching basis with local districts are recommended. The state should fund one-half of a teacher's salary, rather than the traditional $125 per month.

Often, students desire a certain class which is already filled to capacity, yet without enough overage to create two full-time classes. Since the state can reimburse for only full-time classes, a study should be made to investigate the feasibility of reimbursement for a specified overage of applicants.

The Council recommends that schools remain open all year round, providing staggered vacations and the resultant staggered job vacancies which would make greater use of the schools and occupy a greater proportion of students with both increased job and class vacancies.

The Council urges attention to isolated areas where distance prevents access to vocational education facilities. An alternative is for adjoining districts to cooperate by providing programs that neither district could manage individually.

The Council recommends the use of present budget and staff to create an ombudsman as liaison with LEA's and the Department, to replace the present system of "single program supervisory personnel." The effectiveness of a regional representative familiar with rules and regulations could greatly improve communications.

The Council reaffirms a request to fund a legislative obligation to provide free education for service veterans at the area centers.

State and federal legislation which restricts rates of pay and hours of work for students in the work-study program should be adjusted. Students are able to make more money in normal labor markets, at jobs unrelated to their future employment or career desires. The Council values the work-study program, as it better prepares him/her for employment.

III. Commendations

The Council commends the State Department's curriculum division for its excellent work. The division is printing its own materials, which eliminates the lengthy lead time required of publishers, the requirement for extensive use of the materials once developed, and the possible obsolescence of the material. Under this arrangement, materials keep pace with technological change, new courses receive timely responses, and savings are reported all around.

SUMMARY

OREGON SACVE SIXTH ANNUAL REPORT

I. Context of the Study

Each year the Oregon Council reviews one specific aspect of career and vocational education. In 1975, the Council's attention was focused on the availability of post-secondary and adult vocational education in the state. Availability was considered chiefly for five groups targeted by federal legislation: young persons not in school, persons in the labor market needing training or retraining, disadvantaged persons, handicapped persons, and persons of limited English-speaking ability.

II. Findings and Recommendations

The study's findings and recommendations are listed under "policy" items and "operational" items for each of eight topics:

1. Attention to target population needs: The Council finds that there is inadequate identification of persons in the target populations, a lack of systematic outreach, inadequate priority for education for the unemployed, insufficient attention to dropouts, lack of adequate day care, insufficient flexibility in school programming, inadequate counseling, lack of basic skills for target groups, lost program opportunities, underemployment of trained persons, and inadequate provision and follow-up for student attrition. The Council addresses specific recommendations for corrective action to the Governor, the State Department of Education, CETA officials, other state agency leaders, and to itself. Most recommendations are for community college action.

2. Coordination: The Council identifies as problems state laws that restrict full use of facilities, small classes that create scheduling and expense problems, the lack of stimulative funds, agency problems with the transition from ED/MDTA to CETA, excessive demands on agencies for administrative data, late funding, and unclear arrangements and physical separation of facilities, which impairs services and increases coordination problems. Corrective action is urged on responsible parties including the state's legislature and political party leadership.

3. Role of proprietary schools: Proprietary schools indicate, the Council reports, that they are only given token recognition from the public sector as part of the educational delivery system,

and that they have inadequate liaison with community college programs. The State Department of Education is asked to address the issue and establish working guidelines for corrective action.

4. Geographic variance in educational opportunities: The Council identifies those counties in the state that have no or only marginal benefit from vocational programs offered by community colleges, as well as two counties that lack access to full service vocational programs. Moreover, the Council notes that there are wide variances in the amount of attention given to work experience opportunities.

5. Articulation: The Council finds that articulation within and between community colleges needs continuous attention, that transferability and acceptability of vocational-technical courses from community to four-year colleges requires review, that vocational competencies are not always recognized as an integral part of the new competency-based high school graduation requirements, that there is a lack of articulation between cluster programs in high schools and apprenticeship programs, and an inadequate use of community college resources for related training.

6. Community Involvement: The Council identifies as problems the imbalance of offerings and inadequate community support and identification of vocational education needs, as well as little provision for feedback on the effectiveness of access-related procedures. Moreover, there are problems finding student work stations in some areas, and a lack of adequate liaison with employers.

7. Planning: Problems identified are complex and wordy goal statements, lack of formalized goals in some cases, inappropriate use of federal funds, questionable and unrealistic state guidelines, insufficient planning, insufficient evaluation of results, problems with monitoring outreach centers, obsolesence of vocational-technical programs, planning gaps and unilateral planning, fiscal obstacles, low impact leadership, rapid expansion, staff training needs and lack of attention in in the schools of the affective aspects of education.

8. Information: Information provided about school and job opportunities is found to be nonstandardized and often more confusing than helpful, inadequate in detail and given low visibility. Insufficient visibility for apprenticeship opportunities received particular emphasis.

OREGON

III. Study Procedures

A total of 287 interviews were conducted among 11 "audiencies" (state staff, community college staff, proprietary school staff, etc.) including current and potential students.

IV. Further Study and Planning

The Council asserts that fifteen (26%) of the needs identified fell in the area of insufficient attention to the needs of the persons to be served. The Council therefore plans to focus on the levels of services available to the disadvantaged and the handicapped in its 1976 Report.

SUMMARY

PENNSYLVANIA SACVE SIXTH ANNUAL REPORT

I. Evaluation Activities

Vocational Education and Citizen Needs

Post-secondary and secondary enrollments in vocational education increased from 1974 to 1975. Increased emphasis on the needs of special population groups is continuing. The state is moving closer to its objective of fifty percent of its graduates prepared for direct entry into the labor force.

However, data on unmet needs indicates that only 68 percent of non-college bound students in public secondary schools are enrolled in vocational education. With the introduction of career awareness into the middle school grades, community education, work experience and the provisions of CETA, vocational education in Pennsylvania is reaching a greater degree of cooperation and coordination among educational and training agencies.

There has been increased emphasis in the past year on the use of labor market information in local level vocational education planning. A recently initiated computer-assisted placement service helps graduating students and industry in matching common employment needs.

II. Forum: Beginning of the Dialogue

Recommendations for a two-day, statewide conference of educators were endorsed by the Council and recommended to the State Board for Vocational Education and the Department of Education.

a. Policy Direction:

Efforts to define and continually update the role of vocational education to the society at large, as well as to improve attitudes toward it, should be continued and strengthened; the Department of Education should provide a means for ensuring the necessary coordination between home schools and area vocational-technical schools (AVTS) required for accurate local level, long-range planning; local planning units should set the philosophy and criteria necessary for rational planning of enrollments; and career awareness programs should be expanded;

b. Management Operation:

Articulation should be encouraged at each level; programs and facilities to meet the needs of students of all ages should be developed; maximum cost/effectiveness should be encouraged and duplication of services eliminated; and methods of evaluating the state's total vocational programs should be developed;

c. Funding:

Adequate funding to meet all citizens' vocational education needs must be ensured at federal, state, and local levels, and regional needs assessments should be used as the guide for the equitable distribution of these funds.

III. Comprehensive Employment and Training Act

The Advisory Council recommends that:

- CETA advisory councils should include members of local vocational education advisory committees, including representatives of business and industry;
- affirmative action be taken to include women and minorities in all CETA activities;
- long-term manpower needs and training activities should be the basis of CETA program planning;
- remedial academic instruction should be coordinated with vocational training to correct problems of functional illiteracy;
- vocational training needs should be met through private agencies and institutions when possible; and
- liaison representatives of the Federal Government, prime sponsors, and vocational educators should meet regularly to avoid inter-agency disagreements, and the possible loss of "five percent" money for vocational education.

PENNSYLVANIA

IV. Vocational Education Act: Parts C, D, and I Projects in Pennsylvania

Noting that almost seventeen times as much Part C money was spent on research as on experimental, demonstration, and curriculum development projects which impact more immediately on students, and that not all Part D projects served students directly, the Council recommends that "efforts to meet high priority needs as directly and immediately as possible should continue with the understanding that research also remains a priority." Within this framework, the special needs of special students and the increased effectiveness of professional personnel should be assigned higher priorities than now. Finally, new and changing needs should lead to constant re-assessment of State Plan priorities.

Although Part I funds are provided directly to sponsoring agencies, the Council recommends that the Director of Vocational Education and the State Research Coordinating Unit be informed about Part I funds, objectives, and results.

V. Post-Secondary Education

The Council urges the State Board of Education and Post-Secondary Education Planning Commission to enlarge the mission of state-owned universities, colleges, and AVTS's to contract with private institutions, and to establish "paper" community colleges to increase the availability of two years of post-secondary education to Pennsylvania citizens.

VI. State-wide Hearings

Following a series of state-wide regional hearings, the Council provided recommendations in four areas:

a. students, enrollments, opportunities, career awareness:

- counselors' pre- and in-service training should maximize their ability to place students in apprenticeship programs;
- all vocational education facilities should be open to the handicapped, and efforts to eliminate sex role discrimination should be strengthened;

- a comparative review should be made of equipment used in business and industry compared with that used in vocational schools; and

- efforts to expand and improve "hands-on" work experience and career awareness programs should be encouraged.

b. attitudes toward vocational education:

- the image of the vocational technical school should be upgraded by a stronger state and local public education program.

c. curriculum:

- attitudes toward the "world of work" and basic inter-personal skills should be emphasized in vocational education; and

- supplementary courses should be offered at each AVTS to facilitate the entry of disadvantaged youth.

d. funding:

- funds should be allocated according to the merits of the requesting agency;

- the prompt payment of state subsidies should be sought; and

- funding should be equitable and meet each state area's unique problems and needs.

e. administration and communication:

- students should be exposed to the world of business as well as to equipment that may not exist in the classroom; and

- local urban advisory committees and the Council should establish stronger and more effective communications.

PENNSYLVANIA

VII. Cooperative Education

The recommendations of the Council include a provision that there be centralization and careful coordination of field experience programs in each area, under the direction of a vocational educa- specialist to ensure careful program definition, supervision by educational personnel, and adherence to wage and hour guidelines.

SUMMARY

PUERTO RICO SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council's attention was primarily focused on the topics of occupational guidance, placement, and follow-up; teacher education; student competencies upon graduation; and the relationship of training to employment and manpower development. The usual methodologies of site visits, interviews, review of records, and the like were employed.

II. Evaluation of Goals and Objectives

Examining the State Plan process, the Council reports that: (1) local schools are disappointed and frustrated because they are not included more in setting goals; (2) funding ambiguities reduce the planning process to an "exercise with . . . juggling;" (3) the data base for labor supply and demand figures is inadequate; (4) the format of the Plan is unclear and confusing; and (5) program offerings appear to relate to student demand but not necessarily to employment opportunities.

III. Organization, Administration, and Funding

Although the Council believes the State agency is still too centralized, it records its pleasure with consolidations that will reduce the central hierarchy and appear to imply greater effectiveness. The Council reports on the current status of the school management information system (basic design completed) that will increase the possibility of longitudinal student follow-up studies. The Council notes staff resistance in the State agency to implementation of a PERT management system and suggests two technical modifications. Although the Council is pleased that funding allocations in this time of "fiscal crisis" have been made with a greater sense of program priorities, it is concerned about a "discernable trend of reduction in total . . . funding available to vocational, technical . . . programs." The Council wants measures developed and used by the State for evaluating the cost effectiveness of vocational programs; four qualitative "benefits" of vocational education are listed.

IV. Effectiveness in Serving People with Their Needs

The Council notes that enrollment in occupational programs has

been dropping and only 85% of the planned, overall student enrollment level was achieved. The adult enrollment reached only 57% of the planned level. The Council attributes the problem to ultimately beneficial changes that are being made, such as the transfer of many programs to area schools. Although the Council lauds the general concept of the "Training in Industry" program, it expresses its concern that employers' training methods must be monitored so that the schools can maintain quality control. The Council appears generally pleased with the Commonwealth's large scale curriculum development efforts, but wants monitoring of standards and measurement of cost effectiveness.

The Council calls for greater effort to upgrade teachers' technical skills, noting that only 8% of the vocational education staff participated in professional development activities last year. A student follow-up study is discussed; the Council is disappointed in the 31% response rate and concerned with the study's indication that since 1972 there has been a steady decrease in the number of students working full-time in related occupations, while unemployment for graduates increases. The Council calls for greater testing of job competencies; notes that the Interagency Committee (concerned with job training) appears to be on the right track; and expresses concern with some elements of the current Career Education pilot efforts.

V. Perceptions in Interested Parties in Serving Their Needs

According to the Council, students are generally satisfied with their teachers' abilities to teach but feel that they receive too little help from either teachers or administrators. Students also feel that their texts and training equipment are less than they should be. The Council also notes teachers', employers', and administrators', comments and concludes that the major need appears to be to open and use channels of communication among these various groups.

VI. Council Recommendations

The Council's recommendations, as indicated above, are summarized. They essentially focus on improvements in the technical aspects of: planning/management/evaluation systems, more closely monitored employer-based training, continued curriculum development with performance standards added, strengthened teacher training, coordination of board exams with the educational process, and increased visibility for vocational/technical education.

PUERTO RICO

VII. Evaluation of the Extent to Which Advisory Council's Recommendations Have Received Due Consideration

Fourteen previous recommendations are considered. The Council appears relatively satisfied with the response to five and wants greater effort or more consideration on yet another five.

SUMMARY

RHODE ISLAND SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council focuses its attention in this report on the question: "To what degree does vocational education serve all those who need it and want it?" The study is limited to the public senior high schools of the state because more reliable data are available on them, and because that is where most of the money goes. It concluded that the demand for services is greater than the system's response capacity. The problem is viewed in the light of four alternative solutions.

II. 1974 Council Findings and Recommendations -- A Status Report

The Council repeats its 1974 findings and recommendations and comments favorably on the implementation status of each, especially the State Department of Education's adoption of the Council's recommendation to re-establish a bureau of vocational education in the department.

III. 1975 - A Pivotal Year for Vocational Education in Rhode Island

The Council reports that 1975 was a crucial year for those who support vocational education in Rhode Island. "The leaderless drift that characterized the 1972-74 period came to a halt. The actions of the new Commissioner, together with an increased awareness and commitment by the Board of Regents, served to restore state leadership and give learning-for-work new hope."

IV. The Population to be Served

The Council focused its analysis on the senior high school. "The secondary school grades have drawn the bulk of vocational education investment in Rhode Island, but that has never been very substantial." The Council examines the education programs which lead to jobs, analyzes the enrollment in various vocational programs, notes the numbers of students leaving the system, and concludes this section with a paragraph entitled "Waiting To Get In": "Every fall, Rhode Island students vote for vocational education. More students apply for admission to the area vocational-technical facilities than can be accommodated . . . But these are the highly motivated students. They know that vocational education is best for them. The countless

number of other young people who should be opting for this kind of job-related learning experience are not heard from."

V. Alternative Approaches

The Council examines four alternatives as possible solutions to the problem of providing adequate opportunities for vocational education:

1. Construction of New Schools:

Even if facilities were doubled by new construction, the capacity for providing vocational programs would still be inadequate in the state. Moreover, the Council notes that it is politically unlikely that voters would now support such capital development bond issues for virtually any program, educational or not.

2. Better Use of Existing Facilities:

Available data are not adequate for accurate assessment of how well existing facilities are being used. The Council sees flexible scheduling which would permit use of area schools as skill centers as a promising approach to be tested. However, such changes would require a broad base of community support.

3. Better Use of Community Training Resources:

The clear problems of making practical use of the community as a learning resource, and the increased reliance on on-the-job training in a time of economic stringency is noted. Nonetheless, the Council asserts that this is an avenue worthy of exploration.

4. Conversion of Unused School Facilities to Vocational Education Purposes:

In the face of declining enrollments in the schools, the Council asserts that this is an excellent way for the Board of Regents to begin to implement its policy commitments to vocational education.

The Council calls on the State agencies and their officials to provide the leadership required to conduct a thorough analysis and provide practical answers to the questions and issues the Council has highlighted.

RHODE ISLAND

VI. A Summary of 1975 Findings and Recommendations

The Council urges the Rhode Island Board of Regents for Education to commit the resources and provide the direction essential to making vocational education available to every senior high school student who needs and desires it.

The Council calls on the Board to adopt an initial and minimum goal of 60% enrollment of the public senior high school student population in vocational education by 1980. The Council calls on the State Department of Education to monitor and apply the results of the "skill center" experiments now underway, develop industry-labor-education coordination efforts between the school and the community, make demonstration grants through selected area vocational-technical schools to public or private agencies to augment available programs, provide technical assistance and training to administrators and teachers to encourage the wider use of more flexible scheduling, and survey public school facilities throughout the state to determine the unused space available for conversion to vocational programs, and to present the results with recommendations for action to the Board of Regents by the end of 1976.

SUMMARY

SOUTH CAROLINA SACVE SIXTH ANNUAL REPORT

I. Introduction, Commendations, and Summary

South Carolina has a dual system for providing occupational education. The state system of sixteen technical colleges/centers falls under the State Board for Technical and Comprehensive Education; the 45 vocational centers and 202 high schools providing secondary-level vocational instruction come under the State Board for Vocational Education (the State Board of Education).

II. Position Recommendations on Vocational Education

Repeating a 1974 position entitled "Vocational Education is Needed Now More Than Ever Before," the Council recommends to the State Board of Education that (1) "the excellent progress in achieving articulation" be continued, and that at least one cooperatively developed curriculum project been initiated with technical education, (2) some system be found to obtain data on the number and percent of students completing vocational education at some level, (3) occupational programs continue to be stressed for growth and improvement in comparison with non-occupational programs, and (4) policies and procedures be adopted to insure that local districts obtain and share follow-up data on students completing vocational programs.

III. Position and Recommendations on Technical Education

The Council also spells out a policy entitled "Technical Education is a Critical Link in the Education System" and recommends to the State Board for Technical and Comprehensive Education that (1) the excellent progress in articulation be continued, and that jointly with vocational education, a curriculum development project be implemented; (2) a detailed State Plan for technical education should be produced; (3) accurate data on the implications of impending changes in veteran's eligibility for educational benefits should be derived and made available; (4) annual reports on programs, enrollments, completions, and placements should be produced; (5) "more adequate and prompt responses to requests for data by the Council" should be provided; and (6) policies and procedures should be adopted to insure that individual institutions obtain and share follow-up data on their students.

SOUTH CAROLINA

IV. The Delivery System and State Goals for Vocational and Technical Education

The Council asserts that "South Carolina possesses one of the nation's outstanding delivery systems of vocational and technical education," and reports in detail on current programs on their overall changes, showing sizeable increases in occupationally-oriented secondary level vocational programs (up more than 21 percent, although overall secondary enrollment fell (by almost one percent). The Council notes that four months after it was requested, data on technical education had still not been provided. Although problems are noted, the State Plan for vocational education is considered "well developed, and valuable." The Council notes the difficulty in obtaining comparable information about post-secondary plans in the absence of a document or comparable plan for technical colleges/centers.

V. A Look at Special Topics

- Articulation and coordination between vocational and technical education: The Council discusses the extensive efforts already undertaken to achieve better articulation and coordination, expresses its appreciation of the good faith efforts, and urges they be continued with special attention to the benefits available from the consortium approach to curriculum development.

- Adequacy of program and services: The Council is currently completing a study of the perceptions of selected employers.

- Utilization of CETA funds for vocational education: The Council reports that the state agencies involved appear satisfied with procedural arrangements.

- Potential impact of change in veterans' educational benefits: The Council clarifies the need for more careful analysis of this situation.

- Vocational and technical education services for the handicapped: The Council concludes that "in all probability, the expenditures, programs, and total number of handicapped students represents above average success in meeting the needs of this group."

VI. Special Topics Remaining

The Council reports that it is concerned with additional issues not ready for formal expression yet, and will issue reports in the

future on the perceived adequacy of vocational and technical education, sex stereotyping, and sex discrimination, and the impact of current energy/economic trends in maintaining adequate vocational and technical education.

VII. A Look at the Previous Year

The Council summarizes its previous recommendations and the response received. By and large, it is satisfied with the responsers but notes two unresolved issues: first, that coordination between autonomous agencies is seen as likely to be a matter requiring constant attention, and secondly, that state planning is viewed as being potentially impaired by the current reliance on federal funds. It is also noted that while the Council has access to the 1202 Commission, it is not formally represented there.

SUMMARY

SOUTH DAKOTA SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council first expresses its general pleasure with the progress and effectiveness of the Board. Identifying its concern for the lack of program expansion, it cites the shortage of funds as the primary cause, and notes the lack of public awareness of vocational education offerings, and the demoralizing effects of the speculation about the future administrative structure of the Division of Vocational Education on the Board's career staff memberships as other causes. The Council indicates that it sees no requirement to change the present administrative structure.

The inability of the Board to reimburse local districts for certain legitimate costs could result in serious program deficits at the post-secondary level. The Council's position is that even though the local districts should not be expected to increase the support they provide, tuition increases should not be considered an option. The Council supports the Board's request for increased appropriations from the State Legislature to resolve this dilemma.

Regarding the lack of awareness of vocational education offerings and benefits, the Council conducted a small survey which reinforces their conclusions that not only were communications with potential employers inadequate, but that such communications were likely to yeild job placements, especially as many potential employers foresaw the need for more vocationally trained employees.

II. Summary of Recommendations

The Council's recommendations presented in priority order to the Board of Vocational Education are that it:

1. Initiate a systematic program to recruit and train vocational teachers;

2. Seek the necessary resources to implement at least five vocational training programs within any given fiscal year;

3. Publicize the availability and benefits of vocational training;

4. Hire a full-time supervisor of occupational information; and

5. Adopt a method of accounting for the actual annual output of vocationally trained graduates to the labor force.

III. Vocational Teacher Shortage

Despite the national publicity regarding an "over-supply" of teachers, "For a variety of reasons, obtaining sufficient qualified personnel for vocational programs is difficult." Thus, the Council recommends a systematic program of recruitment to assure the needed supply, and expresses its concern that without such a supply, program expansion and improvement will only lead to dissatisfaction, as students will receive inadequate preparation.

IV. Flexibility

The current budgeting process, which requires the fixation of funding levels far in advance of the implementation of new programs is largely responsible for both inappropriate actual funding levels and limited capability to respond to rapidly changing industrial needs. As a result, the Council recommends that the Board seek the necessary additional resources to fund at least five unspecified opportunity-related vocational programs in any given fiscal year.

V. What Have We to Offer

Although the state's vocational education program is serving its current students excellently, the Council feels that is must expand the size of the population it is reaching, and therefore the third and fourth recommendations are directed toward a public awareness program to provide comprehensive career information, directed primarily at parents and peer groups. Career information on the South Dakota area has been published and distributed to schools and other community agencies for the past three years. These materials, currently being used in elementary schools, need continual revision. The Council recommends that this effort be facilitated and extended by hiring a full-time project director as State Supervisor of Occupational Information. The Council emphasizes that both recommendations must be implemented in order for either to be effective.

VI. Statistics

The Council recommends a plan for the insitutionalization of follow-up studies of vocational education graduates both to use in program evaluation and to account for the vocational education output to the labor force.

SOUTH DAKOTA

Objection is made to the misuse of data submitted in the 1976 State Plan to the U. S. Office of Education. The Council requests that a change in the reporting process be made which should clarify the precise nature of the submitted data. Apparently, the Council prepared data on current and projected vocational education graduates. These data were used to represent the numbers of graduates available for work, when in reality many continue their education, take positions in other fields, and for other reasons are not available for immediate employment.

X. Last Year's Recommendations

The Council is pleased with the Board's action on last year's recommendations; however, it feels that basic computational and communications skills of high school graduates are still deficient and that current course offerings are not coping with the problem adequately.

XI. Conclusions

The Council is aware that many of its recommendations are for solutions that are non-traditional in terms of normal governmental procedures. However, the record for traditional approaches is seen as not being sufficiently outstanding to preclude non-traditional experiments directed toward achieving clearly desirable goals.

SUMMARY

TENNESSEE SACVE SIXTH ANNUAL REPORT

I. Commendations

The Council commends the Division of Vocational Education for the quality of its efforts in carrying out the intent of the 1973 Comprehensive Vocational Education Act. It also commends the state legislature for an adequate funding level.

II. Recommendations

The Tennessee State Advisory Council recommends that:

- Each county, city, and special school district have an advisory committee and craft committee, and that the State leadership implement programs to assist school districts in using these committees to advise their boards on the development, operation, and evaluation of programs.

- The State Board for Vocational Education require each local school board to establish and maintain job placement and follow-up services for students graduating or leaving the public school system. Area vocational-technical schools, technical institutes, and community colleges should have the same requirements.

- The State Board request funding for amortization of equipment in vocational schools. The efforts of the legislative and administrative bodies of the State should be directed toward providing funds for the replacement and updating of equipment in order to maintain the same advanced technical level as that used in industry.

- The Division of Vocational Education develop plans to increase the opportunities for teacher certification while pursuing baccalaureate degrees by increased utilization of vocational education graduates, college credit by examination, and recruitment efforts through scholarship offerings.

III. Evaluation Goals

Efforts of the Division to identify the disadvantaged and provide them with vocational programs has resulted in a delivery of services to that group which accounts for 18.4 percent of the state vocational enrollment.

TENNESSEE

Emphasis in the programs for the handicapped was on educable, mentally retarded students.

Tables of 1974-75 enrollees showed increases of 31 percent for the handicapped population and an increase of 21 percent for disadvantaged students, all following a 63 percent increase in 1973-74.

IV. Consideration by the State Given to the State Advisory Council Recommendations

The Council recommended that plans be more specific and that data be recapped in narrative form to be usable at the local levels. The state agreed in principle that the Plan could be more meaningful with format changes. However, "localizing" the State Plan is neither feasible nor desirable, as data of this nature are available through other agencies of the State.

The Council recommended that "local coordinating committees" with representation from all agencies involved in vocational-technical education be established to improve the coordination of post-secondary education with responsibility for recommending who should operate programs and have veto power over proposed new programs. The state encouraged the information of the committees, although it resisted a local veto authority for new programs.

SUMMARY

TEXAS SACVE SIXTH ANNUAL REPORT

I. A Pause for Thought

The Texas Council sees trouble on the horizon. "Unless society learns to prepare for change, and can offer job training relevant to labor market needs, an over-educated and under-employed work force could become a serious problem in the 1980's". The Council looks to career education to combat "anti-work" attitudes, and to "programs of career preparation such as vocational, technical, and adult education . . . to broaden opportunities and alternatives." The Council develops its perception of vocational education in great detail, stating that it ". . . is first and foremost the preparation of the individual to enter the work force and to progress in it." Vocational education is, however, credited with making ". . . many contributions to students that may or may not relate directly to specific skill development . . ." including self-actualization and leadership development.

II. 1975 Council Recommendations

Noting that 35% of the 124 recommendations and subcomponents of recommendations accepted by the State Board of Education have not been carried out to its satisfaction, the Council's initial concern is with the implementation and follow-up of its advice. The Council re-states its previous recommendations, tabulating action taken by the State Board, subsequent follow-up and Council comments in a detailed, indexed list. In summary, the Council notes:

- one item has been pending before the Board since 1973;
- two items do not require Board action;
- eight items (6%) were rejected by the Board;
- action on 40 items (32%) is considered completed;
- thirty items (25%) are judged "under consideration and development;" and,
- forty-three items (35%) "have been accepted by the Board but have not been acted on to the satisfaction of the Council."

The Council's second recommendation is intended to foster greater coordination of the resources available for providing "technical, vocational, adult and manpower education" to Texas citizens.

To this end, the Council calls for activation of a legislatively mandated "Joint Committee" to work with the State Manpower Services Council and the Governor's Advisory Committee on Post-secondary Educational Planning, among others. The recommendation specifies four general objectives for the interagency cooperation required to activate the Joint Committee.

Recommendation III focuses on redirection of the educational system for career education implementation. The Council specifies five steps: (1) revision of curriculum guides in all disciplines; (2) revision of school accreditation standards; (3) revision of high school graduation requirements; (4) modification of entrance requirements of higher education institutions to eliminate unnecessary constraints on individuals at the secondary level; and (5) revision of teacher preparation programs and certification procedures.

Recommendation IV calls for further action to implement information and data systems for planning and management. The Council wants the State Board to adopt a policy position which will ensure that the systems now being developed as the Supply-Demand Information System and as the Student Follow-up System possess the five characteristics deemed essential by the Council.

III. Reports and Studies

Summaries of ten Council reports and studies are presented with the assertion that: "Since '64-'65 (vocational education) expenditures . . . increased four-fold, enrollments have almost doubled; yet, one-fifth of the adult population in Texas . . . (is) functionally incompetent."

IV. Response to USOE Guidelines/Summary Of Council Recommendations

The Council responds to the USOE guidelines and provides an extensive, detailed summary of its recommendations and the State Board's responses since 1970.

SUMMARY

TRUST TERRITORY SACVE SIXTH ANNUAL REPORT

I. Review of Council Activities

This was the first year that the Council had responsibility only for vocational education and it appreciates the opportunity for the closer examination of the program that this provides. A very successful meeting of all Trust Territory high school principals was reported to plan for the implementation of the recommendations of the 1974 Vocational Evaluation Report, and evidence of steady program improvement and continuing support for rigorous vocational education programs and textbook writing were noted.

II. Review of State Goals

Goal I: Teacher Training

The Council continues to support the existing teacher training programs and intends to locate other professional development opportunities for vocational teachers both within and outside the Trust Territory.

Goal II: Cooperative Education

Most of the Territory's cooperative education programs are relatively unsuccessful due to the lack of job opportunities in the private sector.

Goal III: Certification of Vocational Teachers

Since little has been accomplished in this area, alternative means for certifying teachers should be considered. Future certification should be based on the quality and duration of "programs which specifically pertain to their trades."

Goal IV: Student Performance

Use of competency-based performance measures should be continued.

III. Evaluation by Vocational Manpower Advisory Council of the Vocational Education Programs at Hopwood and Marianas High Schools

Although in general the Council was impressed with the excellence of the programs, it expressed concern that too many required

courses for graduation prevent students from specializing sufficiently to develop strong competencies, that greater attention to occupational education safety measures was required, that its 1974 recommendation for a review of the Hopwood pre-vocational agriculture program was not implemented, that neither livestock nor floriculture were part of the curricula, and that guidance counselors are badly needed.

Specific recommendations are that:

- In Marianas High School, older students should be able to participate in school maintenance and repair;
- The principal and staff should review graduation requirements with a view toward replacing required general courses with others more relevant to specific areas;
- Some of the traditional science courses should be integrated into the vocational curriculum;
- The Marianas High School cooperative education program should be used as a model for similar programs in other districts;
- Both schools should establish closer working relationships with the District Department of Agriculture;
- The land being developed by the Marianas High School Agricultural Department should continue to be available to the school;
- The District Department of Education should consider finding additional sources of funds to support vocational programs;
- A vocational program in plumbing schould be introduced at Marianas High School;
- Hopwood High School should reconsider the Council's recommendation for an intensive curriculum review of the agriculture program, with the intent of making it more relevant and realistic; and
- Marianas High School should again consider the recommendation to introduce floriculture into the curriculum.

SUMMARY

UTAH SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council concludes that "The education system in Utah is not meeting the job preparation needs of students in the state nor the demands of employers. "We have thousands of people unemployed, and we have thousands of jobs going begging because the unemployed people don't have the skills required by the employers." The Council has just completed a Vocational Education Employer Needs Survey among a sample of Utah employers. It feels that the state must better relate "education output" with employment opportunities; that more students should decide to "prepare for jobs where the jobs are"; and that more money (and therefore more programs) should be made available for vocational education in the colleges, area centers, skill centers, and universities.

II. Summary of Evaluation

Although unemployment continues to be a problem in Utah, with a 14% unemployment rate among young people, the Council's Employer Needs Survey identified "hundreds of jobs in the vocational area for which (employers) were unable to find qualified applicants." These employers also pointed out that most of their job openings in the next one to three years would be for work for which vocational education would be appropriate preparation. The Council notes that earmarked funding for vocational education at the secondary level has increased from $1.4 million in 1970-71 to $8.1 million in 1975-76, and that total vocational enrollments at secondary and post-secondary levels continue to increase. But "A comparison of the expenditures at the post-secondary level . . . shows that money spent for vocational education lags substantially behind the money spent for professional education and for liberal arts education."

III. Recommendation

The Council calls on the State Board for Vocational Education and the State Board of Regents to attempt to convince the legislature to increase funding for post-secondary vocational education, and to persuade the administrators of post-secondary institutions to adjust their programs to better meet the job preparation needs of students and employers.

IV. Are the Vocational Education Needs Being Met?

The Council provides data and discussion to substantiate the following assertions which both headline the sections of this portion of the Report and form the Council's line of argument: Unemployment continues to be a problem in Utah, yet many jobs cannot be filled; the pool of unemployed young people continues to grow; the Employer Needs Survey shows vocational education is not yet meeting state needs for skilled employees; secondary vocational education earmarked funds are increasing; total vocational enrollments at the secondary, post-secondary and adult levels are increasing; instructional dollars spent for post-secondary vocational education are increasing slightly; a comparison of post-secondary expenditures with employment shows lags in vocational education; the shortage of vocationally-trained people continues, but progress is being made; Utah skill centers continue to perform a real service to disadvantaged students; and post-secondary vocational enrollments show some increase.

SUMMARY

VERMONT SACVE SIXTH ANNUAL REPORT

I. Introduction

The Council decided to focus its FY'75 evaluation activities on the question of equal access for students into vocational education programs. Two surveys of students, parents and school officials highlighting scheduling and transportation revealed the extent of the problem.

II. Findings

Students are functionally denied access to classes due to the extensive travel which occurs during classtime. Because the Area Centers are not aware of these conflicts, the Council believes communications with the sending schools must be improved. Improved communications could also resolve some of the differences in the school calenders of the Area Centers and sending schools which cause students to miss up to fifteen days of classes per year. These factors tend to discourage potential vocational education students. Yet significant numbers of local advisory committees and administrators were found to have little influence on school calenders.

III. Recommendations

The Council recommends that:

1. The State Board of Education issue a "State School Calendar" to which the school districts must adhere unless granted a waiver for unusual circumstances. This would benefit in-service curriculum work and youth group activities, as well as achieve more equal access to vocational education for all students.

2. The State Board of Education should re-emphasize the important function of local Administrative Advisory Committees with special emphasis on participation of school board members.

3. Administrative Advisory Committees should have an established procedure for making recommendations and obtaining results from the Area Center School Board.

4. Coordination of calendars, schedules, transportation, programs, and other important issues should be planned on a region-wide basis by the School Boards.

VERMONT

IV. Summary of Scheduling/Transportation Data

Transportation delays are a result of geographical factors or sharing of transportation. A majority of respondents have to work around K - 12 schedules and the requirements of special education projects. Other conflicts are due to other vehicle-use requirements such as field trips and athletic events.

For the most part, scheduling of classes and calendar coordination is discussed by Administrative Advisory Committees or through meetings of superintendents. The Area Centers and sending schools felt their influenced was satisfactory on coordinated schedules and transportation schedules; however, many felt their influence on the school calendar was not very strong.

V. Summary of Equal Access Survey

The intention of the survey was to determine the levels of severity of various problem areas that inhibit or present obstacles in providing equal access for all students into vocational programs. The survey produced three clear and significant findings:

1. most of the students, parents and teachers considered the lack of career information, insufficient guidance and insufficient information regarding vocational programs, as a serious problem;

2. as indicated previously, scheduling and transportation were considered serious problems; and

3. strikingly, over half the sample thought that the attitudes toward the program of local administrators were not a problem.

Additional areas of concern revealed by the survey indicated the following problems:

1. as a result of the transportation requirement, vocational students are de facto excluded from almost all regular schoolday activities, and therefore feel a part of neither the sending school nor the Area Center;

2. vocational classes were often used as dumping grounds for students with "bad marks," disciplinary problems, or "who really don't want to learn;"

3. there is a lack of coordination of curriculum and learning philosophy, as a result of the poor communication between the sending schools and the Area Center; and

4. there was some disappointment expressed in administrative follow-through.

SUMMARY

VIRGIN ISLANDS SACVE SIXTH ANNUAL REPORT

I. Priorities and Goals

The Council reprints the Virgin Island's six vocational education goals and identifies five problems facing the Board of Vocational-Technical Education: a shortage of space and facilities for new programs; the strain on existing facilities caused by an increasing school population; rigidity in the public school system which inhibits change in vocational education; the lack of post-secondary vocational programs within the public education system; and the continued double sessions now required in some schools to cope with the number of students.

II. The Scope of the Vocational-Technical Education Program

The Council provides an overview of current programs and activities in vocational education programs, pre-vocational programs (junior high and elementary levels), career education programs, cooperative vocational education programs, programs for the handicapped and disadvantaged, and adult education programs (including CETA).

III. Guidance and Counseling

The Council provides an overview of activities in guidance and counseling (job placement people are being hired to establish more effective placement programs -- a top priority area for the Islands), in job placement and work experience opportunities (enrollment decreased in cooperative work experience programs as a result of the critical employment situation in the Islands), and of youth organizations (FHA, FBLA, and VICA are functioning).

IV. Recommendations to 1976 State Plan

The Council makes four recommendations concerning the 1976 State Plan for Vocational Education as follows:

- A continuous public relations program should be mounted to make the public aware of the value of vocational education. The campaign should use 30-second radio and television spots prepared with local student and adult talent. A cartoon strip should be developed for publication in local papers, oratorical contests should be sponsored in the schools to coincide with vocational education week, and a mailing piece on the theme of "Working with the Hands" should go to parent-teacher groups;

- The Council should work with the State Boards of Education and of Vocational Education as well as students, teachers, counselors and parents to institute a concentrated program to develop a positive attitude in students toward their training and their future work. This would involve developing career education as an integral part of the curriculum for pre-vocational education students, investigating the processes used by the Opportunities Industrializaiton Center and others to motivate their students, and sponsoring seminars and workships to train teachers and counselors in how to work with students to develop positive attitudes;

- The Department of Education should continue to upgrade the career awareness program in the elementary schools in the Virgin Islands; and

- Collaboration with industry and other government agencies should be initiated in order to develop the capabilities to respond quickly and effectively to the industrial manpower needs of the community.

SUMMARY

VIRGINIA SACVE SIXTH ANNUAL REPORT

I. Evaluation Summary

The Council reports receiving evidence of a developing imbalance between the enrollment structure in Virginia's school system and the projected work force structure for the decade of the '70's and beyond.

An estimated twenty percent of the student population will have to settle for jobs considerably below, or different from their expectations. Advisement and student decision-making processes are not based on reality and a disproportionate amount of educational resources are invested in preparation for professional work, compared with the actual demand.

II. Recommendations

The Advisory Council recommends:

1. that the State Board of Education establish organizational patterns for the administration of vocational education which would allow spokespeople to articulate clearly and briefly its needs, missions and priorities, at the highest levels of decision-making;

2. that it should be the policy of all school districts to provide vocational education for all youth and adults to the end that no student, whether graduating or not, leaves school without a saleable skill, and no adult is denied educational opportunity to become properly employed. To aid in approaching this objective, the Council urges the development of such program alternatives as cooperation with business and industry to develop on-the-job training as a substitute for regular school, and the institution of special training courses specifically preparing students for jobs;

3. the Council reiterates its 1974 recommendation that the Board take an aggressive role in encouraging each school district to establish a general vocational advisory committee, including representatives of business, industry, and labor;

4. that the Board of Education and other educational planners (a) recognize that vocational education

impacts directly on current economic problems, and should therefore receive the highest priority in the appropriation of funds, and (b) give due consideration in establishing budgets to the occupational demands of the state's economy and the supply of persons from the educational and training system;

5. that the Board of Education "assume the leadership role in conducting the necessary research to develop graduation requirements, reflecting achievment of competencies and descriptive of the sequential development of job entry skills;" and

6. that vocational education programs be assigned a position of top priority in the appropriation of funds.

III. Goal One

In evaluating the State Plan for vocational education, the Council recommended the adoption of additional goal statements in the areas of:

- vocational education research;
- public information;
- placement and follow-up of students;
- establishment of local advisory committees; and
- facilities for vocational education.

They noted that goal statements did not identify specific population groups, such as the disadvantaged, but considered that "the statements were sufficiently comprehensive to include these groups."

They urge that vocational and manpower training programs be brought together under a single board or commission.

IV. Goal Two

The Council notes that very few elementary and middle schools provided career education, and calls for stronger leadership from the Department of Education and better teacher preparation to handle career concepts.

VIRGINIA

V. Goal Three:

Responses to the 1974 Recommendations

The Council's 1974 recommendations called for steps to end the critical shortage of vocational education teachers, the creation of local advisory committees, better utilization of vocational education facilities, the expansion of a pilot student job placement service, and the improvement of guidance and counseling services in the public schools.

The Board of Education has in the main responded to these recommendations by incorporating them into the objectives of the 1976 State Plan.

SUMMARY

WASHINGTON SACVE SIXTH ANNUAL REPORT

I. Past Recommendations

All of the Council's past recommendations are grouped into the following fourteen problem areas for which specific State responses to these recommendations are documented. Those problem areas covered include:

1. State level organization and administration
2. Federal and state policy and financing
3. Handicapped, disadvantaged and special needs
4. Needs assessment and forecasting
5. Planning and management information system
6. Evaluation and followup
7. Vocational student organizations and leadership development
8. Local advisory committees
9. Professional development and teacher certification
10. Guidance, counseling and placement
11. Facility utilization
12. Communications and articulation
13. General improvements in vocational education
14. Career education

Of the fourteen areas, the Council believes that the measures taken to address the following have been inadequate:

Handicapped, disadvantaged and special needs:

While the Coordinating Council for Vocational Education failed to take the initiative, as recommended by the Council in assessing the training requirements of persons with

special needs, the Council does anticipate action in this area by early 1976 on the part of other governmental bodies.

Planning and management information systems:

By its own recognition, the Coordinating Council failed to make significant progress toward developing and implementing a system to centralize and standardize information required for planning, coordinating and evaluating the total vocational education effort in the state. The Commission on Vocational Education has inherited this task and is to report to the state legislature by December of 1976. (See Section III, "The Future," Recommendation I.)

Evaluation and follow-up:

Data have not been sufficiently uniform, detailed, nor long-range.

Professional development and teacher certification:

Further action is needed in career education and emphasis areas.

Facility utilization:

Maximum utilization is prevented by the general lack of articulation between various schools and programs.

General improvements:

No specific action has been taken to see that good work attitudes and human relation skills are emphasized in vocational training programs.

Other:

In prefacing a "Statistical Supplement" containing enrollment and expenditure data, the Council reiterates the present inadequacy of data available in terms of non-comparability, non-specificity, and lack of relationship to performance indicators.

II. The Present

Guideline 1: Evaluation Should Focus On The State's Goals and Priorities As Set Forth In The State Plan

The Council again focuses on the crippling of efforts, due to the lack of a functioning information system, to identify unmet needs, measure the validity of goals and priorities in terms of needs and job opportunities, define the needs of special groups, and measure progress made.

Guideline 2: Evaluation Should Focus On The Effectiveness With Which Manpower And Its Needs Are Served

The Council emphasizes that, while steps have been taken, further action is needed in improving the availability of pertinent planning data, increasing articulation, increasing access, especially for minorities and the disdavantaged. This includes CETA vocational training plans in the State Plan for Vocational Education and upgrading follow-up data on student satisfaction with programs.

III. The Future

The Council commends the abolition -- as of June 1975 -- of the Coordinating Council and its replacement by the Commission for Vocational Education, which has been delegated new authority as a central agency for providing a comprehensive planning process, developing an information system, and administering federal funds.

The Council recommends that in 1976, the Commission:

1. give priority in establishing a centralized management information system to providing: (a) valid success measures or performance indicators; (b) common definition of terms among delivery systems; (c) detailed placement data, verified by student follow-up; and (d) detailed resource allocation data;

2. plan and implement a statewide project on policy-making strategies, using the University of California project recently conducted as a model;

3. design and publish a "digest" of the State Plan to assist the laymen in understanding it, and the Council itself in offering its advise; and

4. incorporate into future State Plans minimum certification standards, for vocational guidance counselors and guidance programs; measurement criteria for each objective; instructions on how to read and interpret the Plan, and minimum guidelines on leadership development activities.

SUMMARY

WEST VIRGINIA SACVE SIXTH ANNUAL REPORT

I. Council Priorities for State Plan

The Council is concerned that dropout figures not be ignored. They should provide incentives for planners to develop and expand programs for the handicapped and disadvantaged and to involve more ninth and tenth grade students in exploratory opportunities to help maintain higher interest and increase enrollments. Enrollments could be boosted by course offerings designed to develop skills in less time (1 1/2 years), and by more aggressive recruiting. Follow-up programs would provide the feedback necessary to evaluate program effectiveness. Finally, the strengthening of local advisory committees is called for.

II. Critical Problems Faced by the State

Concern is voiced regarding implementation of new industry training programs due to increased diversification in the state and the declining agribusiness sector. At the same time, post-secondary planners are implementing programs which duplicate existing vocational education offerings.

III. State Board Priorities

A. Encourage Innovation and Leadership Development.

1. Provide research and exemplary project grants.

The Council recommends that an interagency liaison be hired to generate and utilize labor data. Such a person would compile, interpret, and project vocational needs in relation to labor demands. The need for data is vital to achieve statewide planning of vocational programs.

2. Implement career development activities from kindergarten to adult levels.

3. Initiate pilot programs of career exploration for ninth and tenth grade students.

Career education should allow students to investigate real career options and make real study option choices. Although the Council recommends implementation of career

education programs at K - 8 levels, it should not be done at the expense of career exploration at the secondary level. That secondary component should function statewide before launching more elementary level components.

4. Intensify job placement and vocational guidance activities.

The Council recommends that the Bureau support a vocational education guidance program with adequate staff for every vocational center or comprehensive high school in the state. Generally, where vocational education placement services are provided, student placement is high. Guidance and placement personnel should emphasize vocational education in coordination with local employment security officials. Continued emphasis on academic preparation is not recommended since -- in the Council's view -- college degrees are required for fewer positions.

B. Assist in program development to meet the current and projected needs of business and industry.

The Council commends the expansive plans for evaluation of vocational programs and trusts the results will be used to adjust curricula where justified.

C. Expand activities relating to curriculum development.

1. Assist local educational agency personnel in developing competency-based curricula.

2. Implement plans for a state curriculum materials laboratory.

The Council approves of the curriculum center and is confident the efforts will provide up-to-date content and methods for vocational education.

D. Increase enrollment in programs designed for target populations.

1. Expand the number of cooperative education programs.

2. Increase the availability of programs for disadvantaged and handicapped students.

In addition to an impressive array of continuing and new programs, the Bureau has funded coordinators of instructional material centers from set-aside funds.

3. Increase the number of programs for post-secondary students.

The Council notes a rise in the number of duplicated programs ". . . where the Board of Regents has entered their programs designed to supplement those of the Bureau." The Council believes the state will be best served by quality programs under the direction of the State Department of Education. It is recommended that the Bureau insure the quality of their programs and delivery systems in all sections of the state.

4. Intensify efforts to secure increased enrollment in adult classes.

While the population has remained stable, the demand for and number of classes has increased. This is evidence of new demands for increased skills in the expanding industries.

5. Initiate new adult programs in public service occupations.

6. Develop new adult programs in protective services occupations.

E. Assist in the planning and construction of vocational and career education centers.

The state utilized over $8 million in state funds for six new vocational centers with a student capacity of 3,450.

F. Provide teachers with pre-service and in-service training.

G. Continue development of activities designed to provide the public with information relating to vocational education plans and the accomplishments.

An impressive list of public information activites of the Bureau is commended by the Council. The Council recommends that public information activities be continued at the local level.

Council Concerns

The dropout rate is a concern of the Council. The reporting system for dropouts seems unreliable; however, the reasons why students

drop out are not clear. The Council recommends that techniques be developed to identify potential dropouts at an early age, and that superintendents use the techniques to sincerely attempt to reduce the number of students leaving school prior to graduation.

The Council recommends that the Bureau of Vocational, Technical, and Adult Education initiate legislation to allocate resources for equipment replacement based on current capabilities to assess equipment resources every five years.

State Board Reaction to 1974 Evaluation Report

The State Board appears to have been responsive to the Council's past recommendations.

SUMMARY

WISCONSIN SACVE SIXTH ANNUAL REPORT

The report focused on the adult vocational education program.

I. Commendations and Recommendations

The Council recommends that:

1. The effect of the adult tuition change be reviewed at the close of the 1975-76 school year;

2. The State Board and districts increase their efforts to inform all of the adult population of the potential of the system to meet their educational needs;

3. Counseling services for adults be expanded and improved, emphasizing services available;

4. Special orientation be given to graduates of full-time programs, emphasizing the importance of retraining and updating to keep pace with technological change;

5. Increased emphasis be placed on providing courses for occupational preparation, upgrading and retraining;

6. Women be encouraged to enroll in programs which lead to wage-earning job preparation, upgrading and retraining, including non-traditional women's occupations;

7. The State Board and the districts standardize the language used in vocational education for reporting and general communications purposes;

8. Additional staff and financial resources be directed to adult vocational education as the demand for these programs increases;

9. A plan for inservice training for field service administrators, full-time and especially part-time adult vocational teachers be developed by the staff of the State Board;

10. The state staff, jointly with university educators, develop courses and workshops to improve the skills of vocational teachers who teach students with special needs, such as the handicapped and developmentally disabled;

11. Non-traditional means for delivery of adult vocational education courses be further explored;

12. An investigation be conducted to identify ways in which low income persons can be served better;

13. The State Board encourage each district to study barriers to further enrollment of adult vocational education students in order to eliminate such barriers;

14. The State Board encourage each district to review the transportation needs of adult vocational education students as public transportation is not available to a high percentage of urban and rural students; and

15. The State Board encourage a policy to ensure that in each of the districts, adult enrollees share in the use of laboratories, student centers, cafeterias, and socal offerings, etc.

II. Introduction

An extensive study of adult education was sought through various survey techniques implemented by the Center for Studies in Vocational and Technical Education of the University of Wisconsin. Its goals were to establish the current status and make recommendations for future directions of adult vocational education in Wisconsin. In addition to this survey, information for the report was gathered from individual vocational education districts.

III. Summary, Findings and Conclusions

Some of the salient findings used in part to support the Council's recommendations appear under the headings of "Enrollment and Related Statistics", "Demographic Characteristics", "Employment Statistics", "Reasons for and Areas of Enrollment", "Expressions of Satisfaction in or Need for Improvement in Programs", "Transportation", "Teacher and Administrator Qualifications and Backgrounds", "Tuition Charges", "Students with Specific Needs", "Sources of Funding", "Sources of Information about Programs" and "Barriers to Cause Implementation."

SUMMARY

WYOMING SACVE SIXTH ANNUAL REPORT

I. Concerns

The Council is concerned with (1) the insufficient reorgnition accorded the Council's role and input in the total occupational program by the State Board of Education, (2) the lack of adequate State Department of Education staffing for private school programs, (3) the lack of staff to develop and monitor occupational education programs, and (4) the present organization of the State Department of Education for the administration of occupational education.

II. Recommendations

The Council recommends to the State Board of Education that the State Department of Education (1) incorporate a system of collecting information on occupational education classes into the Management Information Services Unit, (2) designate and hold responsible individuals to do statewide data analyses on existing and newly compiled manpower information, (3) develop a continuous evaluation component for all occupational education programs, (4) implement a statewide three-year student follow-up system, and (5) assign a full-time staff member to coordinate, evaluate and monitor private school licensing.

III. Rationale

The unavailability of FY 75 baseline data and the discrepancy in enrollment figures is evidence that a priority exists to design an information gathering system. The information-gathering instruments would be analyzed in order to eliminate redundant efforts. Information-gathering activities should be the responsibility of a particular state agency or individual to facilitate coordination with the Coordinator of Occupational Education and Employment Security Commission.

The necessity for evaluation is emphasized by the facts that (1) if no detailed evaluations are available for the first year of funded programs, these programs may be jeopardized and/or curtailed, and (2) funding is partially based on results of student follow-up studies.

In order to expand and more clearly define minimum standards for private schools, Wyoming's Private School Licensing Rules and Regulations should be revised, and all private schools for profit should be required to comply with them.

IV. Evaluation Goals

Area I: Student Goals and Priorities as As Set Forth in the State Plan

1.(a) Student needs and employment opportunities: The Council recommends a joint review of labor demand data by the Coordinator of Occupational Education and the Employment Security Commission to improve the validity and consistency of data in this area.

(b) Comprehensiveness in terms of specific population groups -- disadvantaged, handicapped, adult, veteran, post-secondary: Discrepancies in the enrollment and program figures for these populations are listed as they appear in the State Plan. The Council recommends that the state coordinator develop a master copy of these figures to be used by all those involved in writing the Plan.

(c) Manpower development in the state: It was not possible to determine whether state goals related properly to manpower development, as manpower information was difficult to obtain and often inaccurate.

2. Procedures set Forth in the State Plan to Accomplish Each State Goal

The Council recommends that the State Plan goals contain more specific objectives to facilitate measurement.

3. The Extent FY 75 State Goals Were Met and the Improvement Over FY 74

The Council's evaluation attempts were again hampered by inaccurate, unavailable or limited data.

Area II: Effectiveness with Which People and Their Needs Were Served

Activities and programs are described under the following headings:

1. Occupational awareness, orientation, and exploratory programs in elementary and secondary schools;

2. Occupational education opportunities available to

all people at the secondary, post-secondary and adult levels;

3. Coordination of training opportunities among agencies;

4. Coordination and articulation among secondary, post-secondary and adult education agencies;

5. Occupational education's involvement in total manpower development in the state;

6. Consideration of employer needs in program planning;

7. Indications that students feel vocational programs meet their needs;

8. The assistance of educational institutions in job placement of graduates; and

9. The extent of initiation of new programs and services during FY 75.

Area III: Due Consideration to Council Recommendations

The following difficulties are noted by the Council:

- Due to the lack of evaluative material, action taken to correct enrollment and service deficiences for special needs populations was impossible to analyze;
- The general lack of data continues to be a problem in planning and evaluation;
- Few local advisory committees have been initiated and those that are in operation continue to be neglected; and
- Formal program evaluations are not sufficiently extensive, records of evaluations are inadequate, and the entire evaluation effort needs strengthening.